

BOSTON COLLEGE

2017–2018



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Boston College
Chestnut Hill
Massachusetts 02467
617-552-8000

BOSTON COLLEGE BULLETIN 2017–2018

Volume XCV, Number 38, July 2017

The Boston College Bulletin contains current information regarding the University calendar, admissions, degree requirements, fees, regulations, and course offerings. It is not intended to be and should not be relied upon as a statement of the University's contractual undertakings.

Boston College reserves the right in its sole judgment to make changes of any nature in its program, calendar, or academic schedule whenever it is deemed necessary or desirable, including changes in course content, the rescheduling of classes with or without extending the academic term, cancelling of scheduled classes and other academic activities, and requiring or affording alternatives for scheduled classes or other academic activities, in any such case giving such notice thereof as is reasonably practicable under the circumstances.

The Boston College Bulletin is published six times a year: once in April, May, August, and September, and twice in July.

Founded by the Society of Jesus in 1863, Boston College is dedicated to intellectual excellence and to its Jesuit, Catholic heritage. Boston College recognizes the essential contribution a diverse community of students, faculty and staff makes to the advancement of its goals and ideals in an atmosphere of respect for one another and for the University's mission and heritage. Accordingly, Boston College commits itself to maintaining a welcoming environment for all people and extends its welcome in particular to those who may be vulnerable to discrimination on the basis of their race, color, national origin, sex, religion, disability, age, marital or parental status, sexual orientation, military status, or other legally protected status.

Boston College rejects and condemns all forms of harassment, wrongful discrimination and disrespect. It has developed procedures to respond to incidents of harassment whatever the basis or circumstance. Moreover, it is the policy of Boston College, while reserving its lawful rights where appropriate to take actions designed to promote the Jesuit, Catholic principles that sustain its mission and heritage, to comply with all state and federal laws prohibiting discrimination in employment and in its educational programs on the basis of a person's race, color, national origin, sex, religion, disability, age, marital or parental status, genetic information or family medical history, or military status, and to comply with state law prohibiting discrimination on the basis of a person's sexual orientation.

To this end, Boston College has designated its Executive Director for Institutional Diversity to coordinate its efforts to comply with and carry out its responsibilities to prevent discrimination in accordance with state and federal laws, including Title VI, Title IX, Section 504 and the ADA. Any applicant for admission or employment, and all students, faculty members and employees, are welcome to raise any questions regarding this notice with the Executive Director for Institutional Diversity:

Boston College Office for Institutional Diversity (OID)
140 Commonwealth Avenue (Office location: 129 Lake Street)
Chestnut Hill, MA 02467
Patricia Lowe
Executive Director for Institutional Diversity/Title IX Coordinator
patricia.lowe@bc.edu
Phone: 617-552-3334
E-mail: TitleIXCoordinator@bc.edu

The Executive Director for Institutional Diversity oversees the efforts of the following additional Title IX coordinators: (i) Student Affairs Title IX Coordinator (for student sexual harassment complaints), Maloney Hall 412, Chestnut Hill, MA 02467, Melinda Stoops, reachable at 617-552-3482 or (melinda.stoops@bc.edu); (ii) University Harassment Counselor, reachable via OID (see above contact information); and (iii) Jaime Seguin, jaime.seguin@bc.edu Athletics Title IX Coordinator, the Senior Women's Administrator, 310 Conte Forum, Chestnut Hill, MA 02467, reachable at 617-552-8520.

In addition, any person who believes that an act of unlawful discrimination has occurred at Boston College may raise this issue with the Assistant Secretary for Civil Rights of the United States Department of Education.

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INTRODUCTION

The University

From its beginnings in 1863 as a small Jesuit college for boys in Boston's South End, Boston College has grown into a national institution of higher learning that is regularly listed among the top tier of universities in ratings compiled by publications such as *U.S. News & World Report*.

The University, now located in the Boston suburb of Chestnut Hill, Massachusetts, enrolls 9,309 full-time undergraduates and 4,542 graduate students, hailing from all 50 states and more than 90 foreign countries. Boston College offers its diverse student body state-of-the-art facilities for learning: a full range of computer services including online access to databases in business, economics, social sciences, and law, and a library system with over 3.5 million books, periodicals, and government documents, and more than 4 million microform units.

Boston College awards bachelor's and graduate degrees in more than 50 subjects and interdisciplinary areas within the Morrissey College of Arts and Sciences, as well as undergraduate and graduate degrees from three professional schools: the Carroll School of Management, founded in 1938; the Connell School of Nursing, founded in 1947; and the Lynch School of Education, founded in 1952, which is now known as the Carolyn A. and Peter S. Lynch School of Education. Boston College also awards master's and doctoral degrees from the Boston College School of Social Work, and the Juris Doctor and the Master of Laws from Boston College Law School, which is consistently ranked among the top 30 law schools in the United States.

The Boston College School of Theology and Ministry was formed on June 1, 2008, when the former Weston Jesuit School of Theology and the Institute of Religious Education and Pastoral Ministry joined to offer a full array of ministerial and theological courses and degrees. Both a graduate divinity school and an ecclesiastical faculty of theology regulated by the Apostolic Constitution *Sapientia Christiana* (1979), the school offers both master's and doctoral degrees, civil and ecclesiastical degrees, and a wide variety of continuing education offerings, including online programs through Church in the 21st Century (C21 Online).

The Mission of Boston College

Strengthened by more than a century and a quarter of dedication to academic excellence, Boston College commits itself to the highest standards of teaching and research in undergraduate, graduate, and professional programs and to the pursuit of a just society through its own accomplishments, the work of its faculty and staff, and the achievements of its graduates. It seeks both to advance its place among the nation's finest universities and to bring to the company of its distinguished peers and to contemporary society the richness of the Catholic intellectual ideal of a mutually illuminating relationship between religious faith and free intellectual inquiry.

Boston College draws inspiration for its academic and societal mission from its distinctive religious tradition. As a Catholic and Jesuit university, it is rooted in a world view that encounters God in all creation and through all human activity, especially in the search for truth in every discipline, in the desire to learn, and in the call to live justly together. In this spirit, the University regards the contribution of different religious traditions and value systems as essential to the fullness of its intellectual life and to the continuous development of its distinctive intellectual heritage. Boston College pursues this distinctive mission by serving society in three ways:

- by fostering the rigorous intellectual development and the religious, ethical, and personal formation of its undergraduate, graduate, and professional students in order to prepare them for citizenship, service, and leadership in a global society;
- by producing significant national and international research that advances insight and understanding, thereby both enriching culture and addressing important societal needs;
- and by committing itself to advance the dialogue between religious belief and other formative elements of culture through the intellectual inquiry, teaching and learning, and the community life that form the University.

Boston College fulfills this mission with a deep concern for all members of its community, with a recognition of the important contribution a diverse student body, faculty, and staff can offer, with a firm commitment to academic freedom, and with a determination to exercise careful stewardship of its resources in pursuit of its academic goals.

A Brief History of Boston College

Boston College was founded by the Society of Jesus in 1863 and, with three teachers and 22 students, opened its doors on September 5, 1864. Through its first seven decades, it remained a small undergraduate institution, offering the sons of the Irish working class a rigorous course load in theology and philosophy, classical languages, rhetoric, math and science.

Originally located on Harrison Avenue in Boston's South End, the College outgrew its urban setting early in the twentieth century and moved to the former Lawrence Farm in Chestnut Hill, where ground was broken on June 19, 1909 for the construction of a central Recitation Building, later named Gasson Hall in honor of President Thomas I. Gasson, S.J., who led the relocation. The Recitation Building opened in March 1913. The three other buildings that still shape the core of the campus—St. Mary's Hall, Devlin Hall, and Bapst Library—opened in 1917, 1924, and 1928, respectively.

The oldest and largest of the University's eight schools and colleges is the College of Arts and Sciences. In 2015, it was renamed the Robert J. Morrissey College of Arts and Sciences in honor of 1960 alumnus Robert Morrissey, Boston College's largest benefactor.

Though incorporated as a university since its beginning, Boston College did not begin to fill out the dimensions of its university charter until the 1920s, with the inauguration of the Graduate School of Arts and Sciences (now the Graduate School of the Morrissey College of Arts and Sciences), the Law School, and the Evening College, today the James A. Woods, S.J., College of Advancing Studies. The 1930s saw the introduction of the Graduate School of Social Work (now the Boston College School of Social Work) and the College of Business Administration—today the Wallace E. Carroll School of Management. The School of Nursing—named in honor of William F. Connell in 2003—and the School of Education—today named for Carolyn A. and Peter S. Lynch—followed in 1947 and 1952, respectively. Boston College first offered doctoral programs in 1952. By 1970 all undergraduate programs had become coeducational, and today women comprise more than half of the University's enrollment.

In 1974, Boston College acquired a 40-acre site, 1.5 miles from the Chestnut Hill Campus, which had been owned by Newton College of the Sacred Heart. The land is the present site of the Boston College Law School and of residence halls housing some 800 freshmen. Thirty years later, the University acquired a 65-acre parcel from the Boston Archdiocese, just across Commonwealth Avenue in Brighton. The Brighton Campus is now home to the School of Theology and

Ministry, which was established in 2008, after the re-affiliation of the Weston Jesuit School of Theology and Boston College's Institute of Religious Education and Pastoral Ministry.

In 2005, the Church in the 21st Century Initiative, which was founded in the midst of the sex abuse scandal as a catalyst and resource for engaging critical issues facing the Catholic Church, became a permanent center at Boston College.

In October 2008, the University launched the "Light the World" capital campaign, setting a goal of \$1.5 billion to support a strategic plan that advances academic program development, faculty expansion and research, and endows undergraduate financial aid, student formation programs, capital projects, and efforts to advance Boston College as the world's leading Catholic university.

To honor its 150th anniversary, Boston College embarked in September 2012 on a three-semester celebration that began with a Mass at Fenway Park for 20,000 alumni, students, faculty, and friends, academic symposia, a naturalization ceremony, student and alumni service projects and a student concert at Symphony Hall.

In 2016, having surpassed its "Light the World" goal, Boston College embarked on a new strategic planning effort that will set the University's goals and priorities for the coming decade.

Accreditation of the University

Boston College is accredited by the Commission on Institutions of Higher Education (CIHE) of the New England Association of Schools and Colleges (NEASC) and has been accredited by NEASC since 1935.

CIHE is recognized by the U.S. Secretary of Education as a reliable authority on the quality of education and adheres to the standards of the Council for Higher Education Accreditation. As part of CIHE's guidelines, member institutions of NEASC undergo a peer review process every ten years which involves the preparation of a comprehensive self-study. Boston College's most recent accreditation review occurred in spring 2017.

For information regarding the accreditation process please reference: <http://cihe.neasc.org> or the New England Association of Schools and Colleges, 3 Burlington Woods Drive, Suite 100, Burlington, MA 01803. Inquiries regarding BC's accreditation may be directed to the Office of the Provost and Dean of Faculties, Boston College, 270 Hammond Street, Chestnut Hill, MA 02467 (617-552-3260). For a paper copy of the information presented in this catalog, please contact Boston College's Office of Institutional Research, Planning & Assessment at 617-552-3111 or oir@bc.edu. The mailing address is Boston College, IRPA, St. Clement's Hall, 140 Commonwealth Avenue, Chestnut Hill, MA 02467.

In addition to NEASC, a variety of schools and programs at Boston College are affiliated with discipline-based accrediting agencies such as: Connell School of Nursing: American Association of Colleges of Nursing; Commission on Collegiate Nursing Education; Carroll School of Management: Association to Advance Collegiate Schools of Business; Law School: American Bar Association; Boston College School of Social Work: Council on Social Work Education; School of Theology and Ministry: The Association of Theological Schools; Morrissey College of Arts and Sciences, Chemistry Department: American Chemical Society; Lynch School of Education, Teacher Education, Special Education, and Curriculum and Instruction programs: Council for the Accreditation of Educator Preparation; Counseling Psychology Programs: American Psychological Association; Masters in Psychology and Counseling Accreditation Council.

The Campus

Located between Boston and Newton, Boston College benefits from its proximity to one of America's greatest cities and its setting in a quiet residential suburb. Often cited as a model of university planning, the Main Campus is located in idyllic Chestnut Hill, just six miles from the heart of culturally rich Boston.

The 120-acre Chestnut Hill campus comprises three levels: the Upper Campus, which features undergraduate residence halls; the Middle Campus, which includes classrooms, laboratories, administrative offices, and student facilities; and the Lower Campus, which features Robbsham Theater, Conte Forum and student residences as well as dining, recreational, and parking facilities.

The Newton Campus is situated 1.5 miles from the Chestnut Hill Campus on a 40-acre site that includes Boston College Law School, undergraduate residence halls, athletic fields, and student facilities.

The Brighton Campus is located across Commonwealth Avenue from the Chestnut Hill Campus on a 65-acre site that includes administrative offices, the School of Theology and Ministry and the future site of baseball, softball and intramural fields. It is also the new home of the McMullen Museum of Art, which opened in 2016.

ACADEMIC RESOURCES

Art and Performance

Boston College is home to a rich mix of cultural organizations, including musical performance groups, dance troupes, and theatre productions, ranging from classical to contemporary. The Music Department houses the Boston College Symphony Orchestra, Chamber Music Society, Music Theater Workshop, BC Baroque Early Music Ensemble, and many other small instrumental ensembles. The University Bands program supports the "Screaming Eagles" marching band, Symphonic Band, Wind Ensemble, pep band, and B.C. bOp! Jazz Ensemble. Student organizations engage in a wide variety of musical activities, including the University Choral, the Voices of Imani (a gospel choir), and several a cappella groups. The McMullen Museum of Art, which opened its new home at 2101 Commonwealth Avenue in September 2016, presents innovative and multidisciplinary exhibitions that span the history of art. The Theatre Department presents six fully-staged productions each year. There are also several student organizations which produce dozens of projects year round. The annual Arts Festival is a three-day celebration of the hundreds of Boston College faculty, students, and alumni involved in the arts, a platform for student arts groups from all disciplines.

Arts Council

The Arts Council works year-round to promote, develop, and celebrate the arts in the Boston College community, both on and off campus. Annual programming from the Arts Council includes Career Night for the Arts, a fall networking event for students to connect with alumni working professionally in arts-related fields, and the Boston College Arts Festival, a three-day multi-venue showcase of performers and artists in all disciplines across campus. Each year, the Arts Council's awards program honors the distinguished achievements of alumni, faculty, and student artists. The Arts Council also supports student arts groups with regular workshops and development classes, collaborates with faculty to develop new courses, and works with alumni to enhance arts participation at BC. Students can get involved with the Arts Council through their many volunteer opportunities, internships, and staff positions.

Walk-in Help Desk

The Walk-in Help Desk (located on Level 3 of O'Neill Library) provides troubleshooting services for personal computers, including software configuration, network connectivity, virus protection and removal, and password assistance. To learn more, visit www.bc.edu/helpdesk.

The Help Center (2-HELP)

The Help Center provides technical support via telephone (617-552-HELP), e-mail (help.center@bc.edu), and Internet (www.bc.edu/help) to the BC community Monday through Friday between 8:30 a.m. and 7:00 p.m. Limited off-hours support is available via telephone 24 hours a day, seven days a week.

The Hardware Repair Center

The Hardware Repair Center is located in O'Neill 208 and provides warranty and non-warranty repair of Apple, Dell, HP, and Lenovo computers. For hours, rates, and contact information visit: www.bc.edu/offices/help/essentials/software/hw-repair.html.

Language Laboratory

The Boston College Language Laboratory serves the language learning and teaching needs of all of the University's language and literature departments, non-native speakers of English, and the BC community at large from its center in Lyons Hall, room 313. By providing access to installed and portable equipment to be used with audio, video, cable television, multimedia learning tools, and online resources the Lab pursues its mission to promote and facilitate the acquisition and enhancement of language skills and cultural competence. In addition to its listening/recording stations and teacher console, the facility includes: Mac and PC workstations, wireless laptops, laser printers, a materials development workstation, TV/video/DVD viewing rooms and media carrels, a CD listening station, and portable audio and video equipment.

The Language Laboratory boasts an extensive catalog of resources in more than 40 languages and in multiple formats (analog and digital audio, videocassette, DVD/Blu-ray, cable television and online subscription services programming, computer/multimedia software, print materials—including monolingual and bilingual dictionaries, as well as language textbooks and activity manuals for elementary through advanced language courses). Designed to assist users in the acquisition and maintenance of aural comprehension, oral and written proficiency, and cultural awareness, these resources directly support and/or supplement curriculum requirements in world language, culture, music, and literature.

The Language Lab also supports the course planning and classroom teaching needs of language and literature faculty by encouraging recommendations for new acquisitions, assisting in the preparation of course materials, and serving as a multimedia classroom for the facilitation of curricular programming, including the administration of oral exams via digital language lab technology, as well as student participation in online language and intercultural learning exchanges with global partners.

Boston College community members who wish to use the Language Laboratory facility and its collection will find the staff available during the day, in the evening, and on weekends to assist them in the operation of equipment and in the selection of appropriate materials for their course-related or personal language needs. For more information about the Language Laboratory, call 617-552-8473 or visit www.bc.edu/schools/cas/language.

The Libraries

library.bc.edu

Ask a Librarian (Including librarians by subject specialty)

library.bc.edu/ask-a-librarian

Research Help by Subject

library.bc.edu/subjects

Library Catalog

library.bc.edu/search

O'Neill Library Reference: x2-4472

O'Neill Library Circulation: x2-8038

Baptist Library: x2-3200

Burns Library: x2-3282

Educational Resource Center: x2-4920

Law Library: x2-4434

Social Work Library: x2-3233

Theology and Ministry Library: x2-0549

Weston Observatory Library: x2-8321

The Boston College Libraries offer a wealth of resources and services in support of the teaching and research activities of the University. The book collection numbers nearly 3 million volumes and over 40,000 print and electronic serials. In addition to O'Neill Library, the Boston College Libraries comprise the Baptist Library, the Burns Library (rare books and special collections), the Educational Resource Center, the Social Work Library, the Theology and Ministry Library (Brighton Campus), the Law School Library (Newton Campus), and the O'Connor Library (at the Weston Observatory). The Libraries have a variety of study spaces, networked printers, and workstations with productivity software, and scanners.

Library subject specialists are available to answer questions, to serve as research consultants, and to provide class and individual library instruction. Librarians can assist students in finding resources in their subject areas, searching the catalog, selecting and using the most appropriate databases and reference sources, and managing the results of their research.

Digital Library Services: The Boston College Libraries subscribe to more than 500 subject-specific databases providing online access to a wide range of articles in journals, magazines, and newspapers, as well as e-books, government documents, images, streaming video and audio, and other digital content. These resources, as well as detailed information about physical books and other items in the Libraries, are accessible online via a central discovery system. Books, DVDs, and other items checked out from the Libraries can be renewed online. Items not available at BC can be requested online from other libraries via interlibrary loan and WorldCat Local. The Libraries also provide more than 240 online research guides, including guides for broad and narrow subjects and specific Boston College courses. Library staff supplement in-person instruction, reference, and consultation services with expert help via e-mail, text, 24/7 chat, and online tutorials.

Digital Institutional Repository: The eScholarship@BC digital repository is a central online system maintained by the Boston College University Libraries. The goal is to showcase and preserve Boston College's scholarly output and to maximize research visibility and influence. eScholarship@BC encourages community contributors to archive and disseminate scholarly work, peer-reviewed publications, books, chapters, conference proceedings, and small data sets in an online

open access environment. eScholarship@BC archives and makes digitally available the undergraduate honors theses and doctoral dissertations written by students at Boston College. As part of its eScholarship services, the Libraries host several open access journals. Library staff members provide set-up, initial design, and technical support to the journal staff. For access and more information about eScholarship@BC, visit: dlib.bc.edu.

Interlibrary Loan: Interlibrary Loan service is offered to students, faculty, administrators, and staff to obtain research materials not owned by the Boston College Libraries. Some materials arrive within a day or two and electronic titles are delivered directly to the user's desktop. Requests are made by using forms in the online discovery system and the Find It option that appears in many online databases.

The Libraries of Boston College

The Thomas P. O'Neill, Jr. Library is named for the former Speaker of the U.S. House of Representatives, Thomas P. "Tip" O'Neill, Jr., class of 1936. The O'Neill Library is the central research library of the University and is located on the Main Campus in Chestnut Hill. O'Neill Library provides 24 hours a day, five days a week study space when classes are in session. Collections include books on a broad range of subjects reflecting the University's extensive curriculum and research initiatives. Services also include access to various software applications as well as printing, scanning, video editing, and music technology stations. For more information, visit library.bc.edu/oneill.

Baptist Library, a beautiful collegiate Gothic building that served as the main library for over 60 years, has been restored to its original splendor and houses the resources for research in art, architecture, art history, and photography. Gargan Hall, with its magnificent stained glass windows, provides for quiet study. For more information, visit library.bc.edu/bapst.

John J. Burns Library of Rare Books and Special Collections: The University's special collections, including the University's Archives, are housed in the Honorable John J. Burns Library, located in the Bapst Library Building. Burns Library staff work with students and faculty to support learning and teaching at Boston College, offering access to unique primary sources through instruction sessions, exhibits, and programming. The Burns Library also serves the research needs of external scholars, hosting researchers from around the globe interested in using the collections. The Burns Library is home to more than 250,000 volumes, over 700 manuscript collections, and important holdings of architectural records, maps, art works, photographs, films, prints, artifacts, and ephemera. Though its collections cover virtually the entire spectrum of human knowledge, the Burns Library has achieved international recognition in several specific areas of research, most notably: Irish studies; British Catholic authors; Jesuitica; Fine Printing; Catholic liturgy and life in America, 1925–1975; Boston history; the Caribbean, especially Jamaica; Nursing; and Congressional archives. To learn more about specific holdings in Burns, please see library.bc.edu/burns.

The Educational Resource Center (ERC) serves the specialized resource needs of the Lynch School of Education students and faculty. The state-of-the-art facility includes children's books, fiction and non-fiction, curriculum and instructional materials in all formats, educational and psychological tests, educational software intended for elementary and secondary school instruction, and educational technology. In addition, the ERC has an interactive technology room designed to assist students in integrating computers and other technology in the K–12 classroom as well as to practice lesson plans and presentations. These

materials are unique to the needs of the Lynch School of Education and do not duplicate materials found in the O'Neill Library. For more information, visit library.bc.edu/erc.

The Social Work Library, located in McGuinn Hall, offers the full range of library services and resources needed to support students of the Boston College School of Social Work. Services are provided on-site by two librarians and two staff members. Many services can be accessed remotely through the Social Work Library website. For more information, visit library.bc.edu/socialwork.

The Theology and Ministry Library (TML) serves the research, teaching, learning, and pastoral formation needs of the School of Theology and Ministry and Saint John's Seminary. The library's collections are centered in biblical studies, Catholic theology, history, canon law, and Jesuitica. The TML is a member library of the Boston Theological Institute Libraries and Resources Network whose libraries' combined collections number nearly a million and a half volumes in theology and related disciplines. In addition, because of its close relationship to the highly respected New Testament Abstracts which are edited and published at Boston College, the library is a depository of virtually all significant international publications in New Testament and related fields. For more information, visit library.bc.edu/tml.

The University Archives, a department within the John J. Burns Library, contains the official non-current papers and records of Boston College that are retained permanently for their legal, fiscal, or historical values. The collection includes the office records and documents of various administrative and academic offices; copies of all University publications, including student publications; movie footage of Boston College football; some audiovisual materials; and tape recordings of the University Lecture Series and other significant events. The photograph collection documents the pictorial history of Boston College. Alumni, faculty, and Jesuit records are also preserved. In addition, the University Archives is the repository for the records of Newton College of the Sacred Heart (1946–1975) and the documents of the Jesuit Community of Boston College (1863–the present).

The Law School Library, located on the Newton Campus, has a collection of approximately 500,000 volumes and volume equivalents of legal and related materials in a variety of media. The collection includes primary source materials consisting of reports of judicial decisions and statutory materials as well as a broad collection of secondary research materials in the form of textbooks and treatises, legal and related periodicals, legal encyclopedias, and related reference works. Most law-related licensed databases, with the exception of LexisNexis and Westlaw, are open for the entire university's use and may be accessed remotely. The Library possesses substantial and growing collections of international and comparative law works. The Daniel R. Coquillette Rare Book Room holds the Law Library's special collections and features an ongoing series of exhibits. For more information, visit www.bc.edu/lawlibrary.

The Catherine B. O'Connor Geophysics Library, located at Weston Observatory, contains a specialized collection of earth sciences monographs, periodicals, and maps, particularly in the areas of seismology, geology, and geophysics. For more information, visit library.bc.edu/oconnor.

Partnerships and Associations

The Connors Family Learning Center (CFLC), located on the second floor of O'Neill Library, is a comprehensive, inclusive resource serving all of the University's students and faculty. The mission of the Center is to enhance teaching and learning across the University. One of the CFLC's three professional staff members assists students with learning

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disabilities, helping to ensure their academic success at Boston College. The Center also sponsors seminars for faculty and graduate teaching fellows on strategies for successful teaching and learning; graduate students can earn a certificate through the Apprenticeship in College Teaching. To address the needs of the great majority of Boston College students, the Center provides tutoring for more than 60 courses, including calculus, statistics, biology, chemistry, nursing, accounting, classical and foreign languages, English as a Second Language, and writing. Most tutoring takes place in the Center, but online writing tutoring is offered through the OWL (online writing lab). Tutoring and all other academic support services are free of charge to all Boston College students and instructors.

Boston Library Consortium: The Boston Library Consortium (BLC) is a group of area libraries which includes Boston College, Brandeis University, Boston University, Massachusetts Institute of Technology, Northeastern University, Tufts University, the University of Massachusetts system, the University of Connecticut, University of New Hampshire, University of Rhode Island, Wellesley College, and Williams College, as well as the State Library of Massachusetts and the Marine Biological Laboratory at Woods Hole. Boston College offers direct self-service borrowing and delivery from the BLC libraries by using WorldCat Local, one of the databases available to the BC community. With a Consortium borrower's card, faculty and students may visit a BLC library and check-out directly from the member library. In order to receive a BLC card, ask at the O'Neill Circulation Desk for more information about the Consortium services.

Association of Research Libraries (ARL): ARL is a nonprofit organization of 124 research libraries at comprehensive, research-intensive institutions in the U.S. and Canada that share similar research missions, aspirations, and achievements. It is an important and distinctive association because of the nature of the institutions represented. ARL member libraries make up a large portion of the academic and research library marketplace, spending more than \$1 billion every year on library materials. Boston College was invited to become a member of ARL in 2000.

Media Technology Services

Media Technology Services, a division of Information Technology Services, provides a full range of media and technology services to the entire University. MTS can assist members of the Boston College community who are using technology in the areas of teaching and learning, research projects, conference planning, and event support.

A wide array of equipment and multimedia display devices are available, and MTS can provide training and support for faculty who teach in classrooms that are equipped with the latest in multimedia technology. Services such as digital photography and media, video and audio production, CD and DVD production and duplication, and graphic design are also available. Faculty who wish to reach their students outside of the classroom can take advantage of the BC Cable TV system by airing original or rental films and videos. Media Technology Services is located in Campion Hall, Room 36. For more information, call 617-552-4500 or visit www.bc.edu/mts.

Divisions within MTS include:

- Classroom Support Services
- Graphic, Photography and Design Services
- Audio and Event Technology Services
- Video and Cable Television Services
- Film and Video Rentals
- Newton Campus Support Services
- Project Management and Technical Support Services

UNIVERSITY RESEARCH INSTITUTES AND CENTERS

Research is an important part of the intellectual life at Boston College. Faculty members, graduate students, and undergraduates collaborate in a range of research strategies across the disciplines and professional schools including laboratory studies, quantitative and qualitative research, archival and textual research, theory development, and field and basic research. In addition to the work of individual faculty and units, Boston College supports the collaborative work of faculty and students across the University through the following centers and institutes:

Boisi Center for Religion and American Public Life

Through its many campus events, seminars, publications, and visiting fellows program, the Boisi Center creates opportunities for scholars, policy makers, and media and religious leaders to connect in conversation and scholarly reflection around issues at the intersection of religion and American public life. The Center does not seek to advance any ideological or theological agenda, whether conservative or liberal. Rather, it operates on the conviction that rigorous conversation about religion and public life can clarify the moral consequences of public policies in ways that help to maintain the common good while respecting America's increasing religious diversity. For more information, visit www.bc.edu/boisi.

Center for Christian-Jewish Learning

The Center for Christian-Jewish Learning is devoted to the multifaceted development and implementation of new relationships between Christians and Jews that are based not merely on toleration but on full respect and mutual enrichment. This defining purpose flows from the mission of Boston College and responds to the vision expressed in Roman Catholic documents ever since the Second Vatican Council.

The building of new, positive relationships between Jews and Christians requires sustained collaborative academic research. Therefore, under the Center's auspices, scholars and thinkers representing diverse Jewish and Christian perspectives engage in intense and ongoing study of all aspects of our related, yet distinct, traditions of faith and culture.

The Center is thus dedicated to conducting educational research and to offering programs, both in the University and the wider community, in which Christians and Jews explore their traditions together. For more information, visit www.bc.edu/cjlearning.

Center for Corporate Citizenship

Based in the Carroll School of Management, the Boston College Center for Corporate Citizenship combines the most valuable aspects of a professional community and the resources of a leading academic institution. Founded in 1985, the Center engages 400 member companies and more than 10,000 individuals annually on diverse topics within the field of corporate citizenship. The Center offers professional development, access to an online community of peers, regional programs, timely research, best practice updates, and an annual conference addressing the challenges that corporate citizenship professionals face. Contact the Center for Corporate Citizenship at 617-552-4545, <http://ccc.bc.edu> or ccc@bc.edu.

Center for Human Rights and International Justice

The Center for Human Rights and International Justice, a collaborative effort of faculty from various departments and schools at Boston College, addresses the increasingly interdisciplinary needs of human rights work. Through multidisciplinary training programs, applied research, and the interaction of scholars with practitioners, the Center aims to nurture a new generation of scholars and practitioners

who draw upon the strengths of many disciplines, and the wisdom of rigorous ethical training in the attainment of human rights and international justice. For more information, visit www.bc.edu/humanrights.

Center for Ignatian Spirituality

The Center for Ignatian Spirituality at Boston College offers members of the university—and faculty and staff in particular—opportunities to learn about and experience more deeply the spirituality of Ignatius Loyola, the founder of the Society of Jesus. This spirituality is at the heart of the Jesuit mission of Boston College. The Center sponsors talks on campus, and offers retreats, seminars, and reflection opportunities for groups as well as individual spiritual direction. For more information, visit us at Bourneuf House, 84 College Road, or call (617-552-1777) or click (www.bc.edu/centers/cis).

Center for International Higher Education

Established in 1995 and housed in the Lynch School of Education, the Center for International Higher Education (CIHE) is an academic research and training unit providing information, publications, and a sense of community to colleges and universities around the world. Our focus is on conducting research and disseminating knowledge on current issues in higher education worldwide. We are interested in all manner of postsecondary systems and institutions, with a special concern for academic institutions in the Catholic and Jesuit tradition. CIHE is a also particularly attuned to the needs of academic institutions in developing countries and to the many different manifestations and dimensions of internationalization in higher education around the world.

Center activities include the publication of *International Higher Education*, a quarterly publication dealing with the central matters of higher education in an international context; regular information dissemination about higher education developments around the world via various social media outlets; the production of books and reports—including the “CIHE Perspectives” report series—on key issues in international higher education; engagement in collaborative international research projects; the provision of professional development and training courses; and involvement in international meetings and conferences on higher education issues worldwide. Visiting scholars from around the world are often in residence at the Center. CIHE works in conjunction with the Higher Education Program of the Lynch School of Education (LSOE), and is responsible for coordinating LSOE’s Master of Arts in International Higher Education.

For more information on the Center for International Higher Education, visit www.bc.edu/cihe.

Center for Optimized Student Support

The mission of the Center for Optimized Student Support is to study the most effective ways to address the out-of-school factors impacting student achievement and thriving in schools. The Center develops, tests, and disseminates innovative practices that address these out-of-school factors (social/emotional, health, and family) by optimizing student support in schools.

Center for Retirement Research

The Center for Retirement Research at Boston College was established through a grant from the Social Security Administration in 1998. The goals of the Center are to promote research on retirement issues, to transmit new findings to the policy community and the public, to help train new scholars, and to broaden access to valuable data sources. As the nation confronts the myriad issues surrounding how best to ensure adequate retirement income for an aging population, the

Center’s research experts explore any issue involving money and retirement, including Social Security, employer-sponsored pensions, home equity, and the labor force behavior of older workers. The Center also employs undergraduate and graduate research assistants and sponsors competitive grant programs for junior faculty and graduate students.

For more information on publications, events, and financial support programs, call (617-552-1762), send an e-mail (crr@bc.edu), or visit the Center’s website (crr.bc.edu).

Center for Student Formation

The Center for Student Formation engages students to explore the connection between their talents, dreams, and the world’s deep needs. By incorporating faculty and staff into all areas of programming, the Center provides opportunities in which students may fully integrate their intellectual, social, and spiritual experiences. In addition to sponsoring events for faculty, staff, and students, the Center for Student Formation collaborates with University departments to serve as a resource for new program design and implementation.

Center for the Study of Testing, Evaluation, and Educational Policy (CSTEOP)

The Lynch School of Education houses the Center for the Study of Testing, Evaluation, and Educational Policy (CSTEOP), a University-supported research center internationally recognized for its work in the policy uses of tests. This research center is a rich resource for those interested in educational reform, teacher professional development and the impact of educational technology. It is especially well-known for its work on high-stakes assessment and in the analyses of policies related to test-based educator accountability. It also conducts studies employing data from national and international large-scale assessment surveys such as the National Assessment of Educational Progress, TIMSS and PIRLS. Further information on CSTEOP is available on its website at www.bc.edu/csteop.

Center for Work and Family

The Boston College Center for Work and Family (BCCWF) is a global leader in helping organizations create effective workplaces that support and develop healthy and productive employees. The Center, part of the Carroll School of Management, links the academic community to leaders in the working world dedicated to promoting workforce effectiveness. With nearly 100 leading employers as our corporate partners, BCCWF has the potential to impact the lives and work environments of four million employees. As work-life issues continue to become more prominent in discussion, BCCWF is frequently called upon as an expert contributor to explore the myriad of challenges facing workplaces, families, and society.

The Center’s values are:

- **Bridging Research and Practice:** We seek to advance the depth and quality of knowledge in the work-life field and serve as a bridge between academic research and organizational practice.
- **Transforming Organizations:** We believe any work-life initiative is also an organizational change initiative. We help identify and develop organizational models to meet the needs of a contemporary workforce and provide expertise to assist in implementing these changes successfully.
- **Strengthening Society:** We believe employers who recognize and manage the interdependence of work, family, and community build stronger organizations and a more vibrant society.

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The Center's initiatives fall into three broad categories: workplace partnerships, research, and education.

- **Workplace Partnerships:** The Center is home to highly successful employer partnerships: the BC Workforce Roundtable and the Boston College Work and Family Association (BCWFA). Each membership group offers interactive events, access to informational resources, and a robust community dedicated to sharing leading practices.
- **Research:** The Center focuses attention on applied studies that contribute knowledge building, meet standards of rigorous research, and are meaningful and practical to practitioners. The Center's research focuses on how organizational leadership, culture, and human resource practices increase work force engagement, productivity and commitment while also improving the quality of employees' lives. Recent topics of focus include career management, workplace flexibility, fatherhood, and Millennials in the workplace.
- **Education:** Consistent with the mission of Boston College, the Center is committed to academic excellence. Several courses are offered within the Boston College community as well as expert-led presentations at corporate, regional and international conferences and events. Center reports, videos and other publications are available as educational resources for individuals, corporate leaders, HR Professionals, academics and the media.

For more information, visit www.bc.edu/cwf or follow @BCCWF.

Global Leadership Institute

The Global Leadership Institute (GLI) specializes in professional development and leadership training for mid and senior level leaders from around the world. Offering custom and open enrollment professional development programs for international executives and developing leaders, private corporations, and government agencies, the GLI enables professionals to develop applied skills for contemporary challenges. The GLI offers programing in areas of importance to leaders in business, government, the sciences, and the community such as strategic marketing, organizational change management, e-commerce, policy development, and the applied sciences.

GLI programing also connects the Boston College community to the world by enabling faculty to develop and deepen links with practitioners from across the globe. Programs offer a robust mix of classroom seminars led by Boston College faculty, participant case study analysis, and site visits to and exchanges with innovative and effective leaders from across the Commonwealth of Massachusetts and the United States.

For more information, visit our website at www.bc.edu/gli or contact Director, Dr. Robert Mauro at 617-552-4503.

Institute of Medieval Philosophy and Theology

The Institute is a center that unites the teaching and research efforts of the faculty members in the Philosophy and Theology departments who specialize in Christian, Jewish, and Arabic medieval philosophy and theology. Doctoral degrees are awarded in the Philosophy or Theology departments, and students matriculate in one of these two departments. The focus of the Institute is on the relationship between medieval philosophy and theology and modern continental philosophy and theology.

To foster this dialogue and encourage the scholarly retrieval of the great medieval intellectual world, the Institute sponsors speakers programs; runs a faculty-student seminar to investigate new areas of medieval philosophical and theological research; and runs a research center to assist in the publication of monographs and articles in the diverse areas

of medieval philosophy and theology to encourage the translations of medieval sources, and to stimulate editions of philosophical and theological texts. For more information, visit www.bc.edu/schools/cas/theology/graduate/special/med-phil.html.

Institute for Scientific Research

Formed in 1954, the Institute for Scientific Research (ISR) is the largest sponsored research center at Boston College. It embodies the University's motto "Ever to Excel." It has been and continues to be at the forefront of world-class innovative research.

Our highly skilled team of scientists, engineers, mathematicians, and research associates uses its expertise for theoretical and experimental studies that include space physics, space chemistry, solar-terrestrial research, space weather, and seismic studies.

Our current projects include heavenly explorations, such as observing the celestial sky to interpret the changes in infrared emissions in space, and earthbound pursuits, such as defining the effects of solar storms on space-based communication and navigation systems.

Our researchers are fully dedicated to their work and have achieved numerous awards and high acclaim from our sponsors, who include the following:

- Air Force Research Laboratory (AFRL)
- Air Force Office of Scientific Research (AFOSR)
- Office of Naval Research (ONR)
- National Science Foundation (NSF)
- National Aeronautics and Space Administration (NASA)
- Federal Aviation Administration (FAA)
- Other sponsors and partners from industry and academia

As an organized research institute at Boston College, ISR supports the research mission of Boston College to conduct national and international significant research that advances insight and understanding, enriches culture, and addresses pressing social needs. Through our research and workshops, ISR also fosters the intellectual development of young scientists from around the world. For more information on our programs, visit www.bc.edu/isr.

Institute for the Study and Promotion of Race and Culture (ISPRC)

The ISPRC was founded in 2000 by Dr. Janet E. Helms to promote the assets and address the societal conflicts associated with race and culture in theory and research, mental health practice, education, business, and society generally.

The Institute solicits, designs, and distributes effective interventions with a proactive, practical focus. Each year the Institute addresses a racial or cultural issue that could benefit from a pragmatic, scholarly, and/or grassroots focus through its Diversity Challenge conference. For more information, visit www.bc.edu/isprc.

Irish Institute

The Irish Institute is a unit at Boston College dedicated to promoting the peace and normalization process on the island of Ireland, and to contribute to social, political, and economic stability through cross-border and cross-community cooperation. Professional development programming by the Institute introduces Irish and Northern Irish participants to successful models of best practices in the U.S., as well as offering an opportunity for cultural exchange that promotes mutual understanding among the U.S., Ireland, and Northern Ireland.

Since its founding in 1997, more than 1,300 decision-makers from all sectors, including government, business, education, environment,

police, media, and nonprofits, have participated in over 120 Irish Institute programs. Programs balance classroom seminars led by Boston College faculty with site visits to innovative and effective industry leaders in Massachusetts and across the United States. In addition to exchange programming, the Irish Institute works to promote relationships between Boston College and the island of Ireland through events like the Aer Lingus College Football Classic, networking receptions, and “fireside chats” with leaders from across the island of Ireland. The Irish Institute’s reputation for delivering quality programming in an inclusive environment attracts leaders from all communities and from across the political spectrum.

The Institute receives annual funding from Boston College, the U.S. Congress through the U.S. Department of State, the Bureau of Cultural and Educational Affairs, as well as through external business partnerships. For more information, visit our website at www.bc.edu/irishinstitute or contact Director, Dr. Robert Mauro at 617-552-4503.

Jesuit Institute

The Jesuit Institute was established in 1988 to support the Jesuit, Catholic character of Boston College precisely as a university. Initially funded by the Jesuit Community and then by subsequent generous donations, the Institute works in collaboration with existing schools, programs and faculties primarily at Boston College. Within the atmosphere of academic freedom and collegiality, the Institute promotes research and collaboration on issues that emerge at the intersection of faith and culture. The Institute supports programs that explore such religious and ethical questions and sponsors the presence on campus of scholars committed to these questions. Visit www.bc.edu/centers/jesuit.

Loneragan Center

Studies related to the work of the Jesuit theologian and philosopher Bernard Lonergan, S.J., (1904–1984) are fostered and advanced in the Lonergan Center at Boston College. Inaugurated in 1986, the Center houses a growing collection of Lonergan’s published and unpublished writings as well as secondary materials and reference works. Boston College sponsors the annual Lonergan Workshop each June, providing resources, lectures, and workshops for the study of the thought of Bernard Lonergan, S.J. Scholarships and fellowships offered by the Lonergan Institute enable scholars from around the world to utilize the resources of the Center. For more information, visit www.bc.edu/lonergan.

TIMSS and PIRLS International Study Center

The TIMSS and PIRLS International Study Center, Lynch School of Education, is a global research enterprise that conducts assessments of student educational achievement in countries all around the world. Drs. Ina V.S. Mullis and Michael O. Martin, Executive Directors, provide the overall international direction of TIMSS (“Trends in International Mathematics and Science Study”) and PIRLS (“Progress in International Reading Literacy Study”). Over the past 20 years, the TIMSS and PIRLS International Study Center has attracted over 115 million in research funding to Boston College.

Since 1995, TIMSS has assessed mathematics and science achievement every four years at the fourth and eighth grades, while TIMSS Advanced has assessed advanced mathematics and physics at the twelfth grade. TIMSS 2015 provides 20 years of trends, with about 60 countries participating in the study. eTIMSS 2019 will transition TIMSS from paper and pencil to a digital environment.

Since 2001, PIRLS has assessed reading comprehension every five years at the fourth grade. PIRLS 2016 will provide 15 years of trends, with more than 50 countries participating. Also, PIRLS

Literacy will provide a less difficult reading assessment than PIRLS for countries where children are still developing fundamental reading skills. New in 2016, ePIRLS became a computer-based assessment of students’ ability to read and comprehend information presented in an internet environment.

The TIMSS and PIRLS International Study Center is funded by IEA (International Association for the Evaluation of Educational Achievement) headquartered in the Netherlands. For more information, visit timssandpirls.bc.edu.

Weston Observatory of the Department of Earth and Environmental Sciences

Weston Observatory is a geophysical research and science education center of the Department of Earth and Environmental Sciences at Boston College. It is located in Weston, Massachusetts about 10 miles west of BC’s Chestnut Hill campus. The Observatory, which has been recording earthquakes since the 1930s, conducts basic research on earthquakes and related processes, provides public information after significant earthquakes occur, contributes to earthquake awareness to help reduce the tragic effects of earthquakes, and educates future generations of geophysicists, geologists, environmental geoscientists, and scientifically literate citizens.

Today’s advances in geophysical instrumentation, coupled with advances in Internet communication and social media, make it possible to observe and study earthquakes and the Earth’s interior in unprecedented ways. Inspired by its earliest roots in the 1930s that formed the foundation of a modern high-tech networked observatory of the twenty-first century, Weston Observatory shares in that endeavor. Seismic monitoring at Weston Observatory is part of a consortium of institutions that operate networks of seismographs throughout the Northeast United States and around the world. In the early 1960s, newer seismographs were installed at the Observatory as part of the World-Wide Standardized Seismographic Network (WWSSN), the first modern global seismic monitoring system. The Observatory continues to operate its WWSSN seismographs, and continues to develop its more modern research and educational seismographs distributed across New England. The facilities at Weston Observatory offer students a unique opportunity to work on research projects in geophysics and related research areas. For more information, visit the Observatory website: www.bc.edu/westonobservatory.

STUDENT LIFE RESOURCES

Athletics Department

In keeping with its tradition as a Catholic and Jesuit university, rooted in a belief that seeks God in all things, especially in human activity, the Boston College Athletics Department offers a broad-based program of intercollegiate athletics, as well as intramural, recreation, and club sport opportunities. Through these activities, the Athletics Department provides an educational experience that promotes the development of the whole person intellectually, physically, socially, and spiritually. Through its offerings, the Athletics Department plays an integral part in the personal formation and development of students, preparing them for citizenship, service, and leadership.

The University’s pursuit of a just society is fostered through the Athletics Department’s commitment to the highest standards of integrity, ethics, and honesty. The Athletics Department promotes the principles of sportsmanship, fair play, and fiscal responsibility in compliance with University, Conference, and NCAA policies.

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The Athletics Department supports and promotes the University's goal of a diverse student body, faculty, and staff. In this spirit, the Athletics Department supports equitable opportunities for all students and staff, including minorities and women.

Career Center

The Career Center at Boston College offers an exciting program of services and resources designed to help students build successful careers.

Graduate students can stay informed by checking the Career Center website for career resources and program information. Graduate students may also utilize Eaglelink, the Career Center's database of hundreds of active job postings and events. Boston College also subscribes to Versatile Ph.D., a unique online resource for Ph.D. students considering careers outside of the academy.

Graduate students are welcome at all Career Center programs and events. Several career fairs are held each year including both general and industry-specific fairs. Employers registering for a career fair can indicate their interest in recruiting graduate students. Graduate students are also encouraged to connect with professionals in their field by conducting informational interviews with BC alumni. One way to network with BC alumni is through the Boston College Career Community on LinkedIn, which currently has over 13,000 members. The Career Center also hosts panels and workshops designed to introduce students to alumni.

The Boston College Career Center is located at 38 Commonwealth Avenue. Graduate students may come to drop-ins or schedule a one-on-one career advising appointment through Eaglelink for resume/ CV review, LinkedIn profile critique, practice interview, job search assistance, and more. For a full list of our services please visit us at careercenter.bc.edu.

Career services for Carroll Graduate School of Management students are available through the CGSOM Career Strategies Office. Law students will find assistance available through the Law School Career Services Office.

Office of Campus Ministry Within the Division of Mission and Ministry

Boston College is a Catholic Jesuit University. Its Office of Campus Ministry is dedicated to the faith formation of all of its students, faculty and staff through worship, religious retreats, sacramental catechesis, prayer, spiritual companionship, small faith communities, pastoral care as well as an array of service opportunities. Campus Ministry's mission is to help faith influence every aspect of Boston College life from classrooms to libraries, from laboratories to residence halls, from student organizations to athletic teams, and from chapels to wherever students, faculty and staff gather as a university. All are welcome. The Campus Ministry's main office is located in McElroy, Room 233. The phone number is 617-552-3475, and the e-mail is ministry@bc.edu. For further information, please go to www.bc.edu/ministry.

Dining Services

Graduate students may open an optional Eagle-One account, which allows them to use their BC Eagle ID to make purchases at a variety of food and retail locations both on and off campus. Optional accounts are convenient, pre-paid, declining balance accounts that are ideal for graduate and law students. Opening an optional Dining Bucks account saves students 10% on every purchase made in a dining hall or outlet such as the Bean Counter, Hillside, or the Chocolate Bar in Stokes. Dining Bucks are also accepted in vending machines and the three On The Fly Eagle Marts, although with no discount. Students can also choose one of our Flex Dining Plans, which provide two options for buy in with significant bonus dollars at \$800 and \$1,200. Specific

details regarding these plans can be obtained on the dining website at www.bc.edu/dining or by contacting the Office of Student Services at 617-552-3300. These accounts, which are fully refundable if not used, may be opened online any time of the year at www.bc.edu/myservices.

Disability Services Office

The Disability Services Office serves undergraduate and graduate students with physical, medical, psychological and temporary disabilities. The Assistant Dean works with each student individually to determine the appropriate accommodations necessary for the student's full participation in college programs and activities. The Assistant Dean also works with university administrators to develop policies and procedures pertinent to students with disabilities while acting as a general referral service on disability issues.

For more information, contact:

Office of the Dean of Students
Maloney Hall—Suite 448A
140 Commonwealth Ave
Chestnut Hill, MA 02467
Phone: 617-552-3470
E-mail: disabsrv@bc.edu

Services for students with learning disabilities and Attention Deficit Hyperactivity Disorder, as well as all testing accommodations, are coordinated through the Connors Family Learning Center (CFLC). CFLC, located in O'Neill Library, provides academic support services and accommodations to undergraduate and graduate students. The CFLC's services are extensive and vary depending upon the unique needs of the individual student.

For more information, contact:

Kathleen M. Duggan, Ph.D.
Associate Director for Support Services
The Connors Family Learning Center (CFLC)
Thomas P. O'Neill Jr. Library, Room 200
140 Commonwealth Avenue
Chestnut Hill, MA 02467
Phone: 617.552.8093
E-mail: dugganka@bc.edu

Graduate Student Association

The Graduate Student Association (GSA) of Boston College is a student-run organization that serves graduate students in the Graduate School of the Morrissey College of Arts and Sciences, the Lynch School of Education, the Connell School of Nursing, the Boston College School of Social Work, the Carroll School of Management, and the School of Theology and Ministry. Additionally, the GSA supports the functions and activities of the Graduate Students of Color Association (GSCA), the Graduate International Student Association (GISA), and the Graduate Pride Alliance (GPA). The GSA serves two primary purposes: providing programming to meet graduate students' needs and providing advocacy within the Greater Boston College community for issues of importance to graduate students. Involvement in the GSA is open to any graduate student in good standing in one of the constituent schools. The GSA is led by an Executive Board as well as Senators from each of the constituent schools, GSCA, GISA, and the GPA. The GSA is advised by the Office of Graduate Student Life. The GSA office is located in the Murray Graduate Student Center at 292 Hammond Street, across Beacon Street from Middle Campus. For more information, visit www.bc.edu/gsa.

The Office of Graduate Student Life/John Courtney Murray, S.J. Graduate Student Center

As part of the Division of Student Affairs, the mission of the Office of Graduate Student Life is to facilitate student learning and formation in their fullest sense (integrating intellectual, ethical, religious and spiritual, and emotional-social development) and to promote an inclusive community of engaged learners while advancing the Jesuit Catholic heritages and values of Boston College. To this end, the Office of Graduate Student Life provides a variety of programs and services for graduate and professional students and works with the Graduate Student Association to serve as an advocate for the graduate population.

The John Courtney Murray, S.J. Graduate Student Center is an essential component of the Office's mission, serving as a center of hospitality and community building. It provides a number of services and amenities available to all current graduate students, including a computer lab (printing, network, and wireless access), study areas, meeting space, dining and lounge areas, billiards, ping pong, and access to two Smart TVs for presentations and video conferencing. Spaces within the house can be reserved for events and group meetings. The Center is located at 292 Hammond Street (just across Beacon Street from McElroy).

For more information about programs and services provided by the Office of Graduate Student Life, call 617-552-1855 or visit www.bc.edu/gsc.

University Health Services

The mission of University Health Services (UHS), is to enhance the physical and psychological well being of Boston College students by providing multifaceted health care services in the Jesuit tradition of *cura personalis* (care for the entire person). UHS provides a compassionate safe haven for those in crisis and improves student learning outcomes through modifying health related barriers to learning, enabling full participation in the college experience. The Department is located at 2150 Commonwealth Avenue on the Main Campus and can be contacted by calling 617-552-3225.

The Outpatient Unit staff includes full-time primary care physicians, nurse practitioners, and on-site specialty consultants. The 24-hour Inpatient Unit provides care for students requiring observation and frequent physician/nurse assessments. The staff also provides urgent outpatient nursing assessments when the Outpatient Unit is closed and can be reached at 617-552-3225.

Boston College requires that all undergraduate resident students be enrolled with University Health Services. A mandatory campus health fee is included on the tuition bill. Undergraduate students living off-campus who have been charged this fee and do not wish to utilize the service, may request a waiver from the University Health Services office at 2150 Commonwealth Avenue or download it from the University Health Services website. It must be submitted to the University Health Services Department during the month of September.

Accessing care from University Health Services is optional for graduate students and is available through payment of the Health/Infirmary fee or on a fee-for-service basis.

All students may have access to the facilities for first aid or in case of an emergency.

The Health/Infirmary fee covers medical care provided on campus by University Health Services and is not to be confused with medical insurance. Massachusetts law requires that all students be covered by

an Accident and Sickness Insurance Policy so that protection may be assured in case of hospitalization or other costly outside medical services. See Massachusetts Medical Insurance.

Additional information is available at the University Health Services website: www.bc.edu/healthservices. For additional information regarding services or insurance, call 617-552-3225 or visit the Primary Care Center at 2150 Commonwealth Avenue.

Immunization

All students considered full-time by the University are required to comply with Massachusetts College Immunization Law.

The College Immunization Law requires proof of the following immunizations:

- Tdap Booster—If it has been less than 5 years since the last dose of DTaP/DTaP/DT/Td, Tdap is not required but is recommended regardless of the interval since the last tetanus-containing vaccine.
- 2 doses of the Measles, Mumps and Rubella vaccines; with the exception of Health Science students, **birth before 1957 in the U.S.** is also acceptable.
- 3 doses of the Hepatitis B vaccines
- Meningitis vaccine within the past 5 years or submission of waiver form for all students living in University-sponsored housing
- 2 doses of Varicella "chicken pox" vaccines or a reliable history of chicken pox documented by a health care provider; with the exception of Health Science students, **birth before 1980 in the U.S.** is also acceptable.
- Completion of the Tuberculosis Screening Form is also required.
- *CSONGP and CSONG have additional requirements to prepare for clinical readiness; these requirements will be communicated to each student by the respective schools.*

If proof of immunization for measles, mumps, rubella, hepatitis B, and/or varicella is not available, a blood Titer showing immunity will be accepted.

Failure to show proof of immunizations within 30 days from the start of classes will result in a block on your registration and an administrative fee of \$75 will be charged to your student account.

University Counseling Services (UCS)

University Counseling Services (UCS) provides counseling, psychological, and psychiatric services to the students of Boston College. The goal of UCS is to assist students in understanding and solving problems that interfere with their personal development and success as students. Services available include individual counseling and psychotherapy, psychiatric services, consultation, evaluation, and referral. Students wishing to make an appointment should call 617-552-3310.

Volunteer and Service Learning Center (VSLC)

The mission of the Volunteer and Service Learning Center is to support students who seek opportunities to serve others. We do this by communicating volunteer needs, running programs in the community, offering advisement and resources for service initiatives, providing educational opportunities, and collaborating with other University departments who engage with students in service. The Center supports the education and formation of our students by promoting conscientious service in the context of Catholic social teaching and contemporary Jesuit education.

VSLC services include:

- **An online volunteer database** located on our website (www.bc.edu/vslc) available for students to find service placements with community partners in the Greater Boston area that fit their interests and schedules.
- **Annual events** such as the Welles R. Crowther Red Bandanna 5k Run, Volunteer Fair, and Nicaragua Faculty/Staff Immersion Trip.
- **Post-graduate service programming** including an annual fair, a discernment overnight, and one-on-one advisement for students considering full-time volunteer work after leaving Boston College.
- **Support** for students, faculty, and university departments on a variety of service projects.

VSLC student volunteer programs include:

- **BC BIGS** is a partnership with Big Brothers and Big Sisters in which BC students serve as mentors to young people in Boston while joining a community of socially engaged "Bigs" on campus.
 - **First Year Service Program (FYSP)** is a service program designed especially for first year students to serve in Boston while getting to know and reflect with other new students.
 - **Eagle Volunteers** is a flexible service program that combines a variety of volunteer opportunities that work with children in the community under one umbrella.
 - **Catholic Relief Services (CRS) Student Ambassadors** form part of a network of students throughout the country mobilizing campuses on issues related to social justice, human rights, global solidarity, and a "faith that does justice."
 - **ELL Tutoring** is an on-campus, weekly volunteer opportunity that matches BC students with BC employees who are English language learners to improve their language skills and build connections on campus.
 - **Relay for Life** is a nationally recognized Relay event that takes place each spring on campus where students gather to celebrate those who have beaten cancer, remember those whom we have lost, and fight back against the disease that affects so many. The BC student chapter works throughout the academic year on planning and fundraising for the event.
- For more information, visit www.bc.edu/service.

ANNUAL NOTIFICATION OF RIGHTS

The Executive Director of Student Services and the Vice President for Student Affairs are responsible for notifying students annually of their rights under FERPA. The annual notice is to appear in the *Boston College Bulletin* and in the *Boston College Student Guide*.

All non-directory information is considered confidential and will not be released to outside inquiries without the express written consent of the student.

Student Rights Under FERPA

Boston College maintains a large number of records regarding its students in the administration of its educational programs, as well as its housing, athletics, and extracurricular programs. The University also maintains employment and financial records for its own use and to comply with state and federal regulations. Boston College is committed to protecting the privacy interests of its students and to maintaining the confidentiality of student records in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA).

These rights are as follows:

- The right to inspect and review the student's education record within 45 days of the day the University receives a request for access. Any student who wishes to inspect and review information contained in an education record maintained by any office of the University may, with proper identification, request access to the record from the office responsible for maintaining that record. Unless the circumstances require the existence of a formal request, an oral request may be honored. Whenever an office responsible for maintaining education records is unable to respond, the student may submit to the Office of Student Services, dean, academic department head, or other appropriate official a written request that identifies the record he or she wishes to inspect. The University official shall provide access within 45 days after the University receives the request, and shall notify the student of the time and place the record may be inspected. If the record is not maintained by the University official to whom the request is submitted, that official is to advise the student of the correct official to whom the request is to be addressed.
- The right to request the amendment of the student's education record if the student believes that information contained in his or her record is inaccurate, misleading or in violation of his or her rights of privacy. Any student who believes that information contained in his or her education record is inaccurate, misleading, or in violation of his or her rights of privacy is to write to the University official responsible for the record, clearly identifying the part of the record he or she wants changed, and specifying why the record should be amended. If the University concludes that the record should not be amended as requested, the University will notify the student, advise the student of his or her right to a hearing and provide information about the hearing process.
- The right to consent to the disclosure of personally identifiable information contained in the student's education record, except to the extent permitted under FERPA. One exception that permits disclosure without consent is disclosure to University officials with legitimate educational interests, which may include employees in administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); members of the Board of Trustees; and students serving on an official committees, such as a disciplinary or grievance committees, or assisting another University officials in performing their tasks. University officials may also be contractors, consultants, volunteers or other outside parties to whom the University has outsourced institutional services or functions that would ordinarily be performed by University employees. The University may disclose education records without consent to officials of other educational institutions that have requested the records and in which a student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. Written complaints

may be directed to the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C., 20202-4605.

Confidentiality of Student Records

Certain personally identifiable information from a student's education record, designated by Boston College as directory information, may be released without the student's prior consent. This information includes name; term, home, local, and electronic mail addresses; telephone listing; date and place of birth; photograph; major field of study; enrollment status; grade level; participation in officially recognized activities and sports; weight and height of members of athletic teams; dates of attendance; school/college of enrollment; anticipated date of graduation; degrees and awards received; the most recent previous educational agency or institution attended; and other similar information.

Electronic access to selected directory information is available to both the Boston College community and the general public. A student who so wishes has the right to prevent the release of all directory information including verification of enrollment, or to suppress selected directory information at www.bc.edu/myervices ("Privacy Preferences Confirm/Review.") This must be done by the end of the first week of enrollment.

Disclosures to Parents of Students

When a student reaches the age of 18, or attends a postsecondary institution regardless of age, FERPA rights transfer to the student. Guidelines for the disclosure of information to parents are as follows:

- Parents may obtain directory information at the discretion of the institution.
- Parents may obtain nondirectory information (e.g., grades, GPA) at the discretion of the institution and after it is determined that the student is legally dependent on either parent.
- Parents may also obtain nondirectory information if they have a signed consent from the student.

CONSUMER NOTICES AND DISCLOSURES (HEOA)

Boston College maintains a web page that provides all the annual consumer notices and disclosures required by the Higher Education Opportunity Act ("HEOA") which reauthorized the Higher Education Act of 1965, as amended. This page, located at www.bc.edu/offices/evp/noticesanddisclosures.html, includes links to the following information:

- **Institutional and Student Information**, including information regarding the University's academic programs, facilities, faculty, academic improvement plans, student rights with respect to the privacy of student records, transfer of credit policies, resources for students with disabilities, the diversity of the student body, voter registration, copyright and file-sharing, and how to reach the Office of Student Services, which maintains a wealth of resources and information for students and prospective students;
- **Financial Information**, including the cost of attendance, withdrawal and refund policies, information regarding financial aid programs (including information about eligibility requirements and criteria, forms, policies, procedures, and standards for maintaining aid), student employment information and exit counseling information, and how to reach the Office of Financial Aid;
- **Student Outcomes**, including information regarding retention rates, graduation rates, and placement and education of graduates; and
- **Health and Safety Information**, including the Campus Security Program, and the University's policy regarding vaccinations.

Each disclosure that is linked on the HEOA page explains how to get a paper copy of the specific disclosure. Alternatively, a request for paper copies of these disclosures may be made by calling the Office of the Executive Vice President (617) 552-3256, or sending a written request to: Boston College, Office of the Executive Vice President, Botolph House, 140 Commonwealth Avenue, Chestnut Hill, MA 02467.

FINANCIAL AID

Boston College offers a variety of assistance programs to help students finance their education. The Office of Student Services administers federal Title IV financial aid programs that include Teach Grants, Federal Direct Loans (Stafford and PLUS), and Federal Work-Study, as well as Nursing Loans.

Financial aid application materials generally become available on the Student Services website (www.bc.edu/financial) each January for the following academic year. Students wishing to be considered for assistance from federal sources must complete all required forms.

For more complete information on financial aid at Boston College, visit the Student Services website at www.bc.edu/financial. Graduate and professional students should consult their school or department for specific policies regarding financial aid.

General Information

It is the student's responsibility to know and comply with all requirements and regulations of the financial aid programs in which they participate. Financial aid awards may be reduced or canceled if the requirements of the award are not met. Students receiving any Federal Loans are expected to accept responsibility for the promissory note and all other agreements that they sign. Students must comply with all Federal Work-Study dates and deadlines.

All financial aid awards are made under the assumption that the student status (full-time, three-quarter-time, or half-time) has not changed. Any change in the student's status must be reported, in writing, to the Office of Student Services as it can affect the financial aid award.

A student's enrollment in a study abroad program approved for credit by the home institution may be considered enrollment at the home institution for the purpose of applying for assistance under the Title IV, HEOA programs.

Students receiving Federal Title IV funds are subject to the following withdrawal/refund process for those funds: The University is required to return to the federal aid programs the amount of aid received that was in excess of the aid "earned" for the time period the student remained enrolled. Students who remain enrolled through at least 60% of the payment period (semester) are considered to have earned 100% of the aid received. If the University is required to return funds to Title IV aid programs, those funds must be returned in the following order: Federal Unsubsidized Direct Loans (Stafford), Federal Subsidized Direct Loans (Stafford), Federal Perkins Loans, Federal Direct PLUS, Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, and Federal TEACH Grants. Returning funds to these programs could result in a balance coming due to the University on the student's account.

In addition, federal regulations require that schools monitor the academic progress of each applicant for federal financial assistance and that the school certify that the applicant is making satisfactory academic progress toward earning his/her degree.

Financial aid recipients have the right to appeal their financial aid award. However, the student should understand that Boston College has already awarded the best financial aid package possible based on

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the information supplied. Therefore, any appeal made should be based on new, additional information not already included in the student's original application material. An appeal should be made by letter to the student's Financial Aid Associate.

When applying for financial aid, the student has the right to ask the following:

- what the cost of attending is, and what the policies are on refunds to students who drop out.
- what financial assistance is available, including information on all federal, state, local, private, and institutional financial aid programs.
- what the procedures and deadlines are for submitting applications for each available financial aid program.
- what criteria the institution uses to select financial aid recipients.
- how the institution determines financial need. This process includes how costs for tuition and fees, room and board, travel, books and supplies, personal and miscellaneous expenses, etc., are considered in the student's budget. It also includes what resources (such as parental contribution, other financial aid, student assets, etc.) are considered in the calculation of need.
- how much of the student's financial need, as determined by the institution, has been met. Students also have the right to request an explanation of each type of aid, and the amount of each, in their financial aid award package.
- students receiving loans have the right to know what the interest rate is, the total amount that must be repaid, the length of time given to repay the loan, when repayment must start, and any cancellation and deferment provisions that apply. Students offered a Work-Study job have the right to know what kind of job it is, what hours are expected, what the duties will be, what the rate of pay will be, and how and when they will be paid. A student also has the responsibility to:
- pay special attention to his or her application for student financial aid, complete it accurately, and submit it on time to the right place. Errors can delay the receipt of the financial aid package.
- provide all additional information requested by either the Office of Student Services or the agency to which the application was submitted.
- read and understand all forms he or she is asked to sign, and keep copies of them.
- perform in a satisfactory manner, as determined by the employer, the work that is agreed upon in accepting a Federal Work-Study job.
- know and comply with the deadlines for applications or reapplications for financial aid.
- know and comply with the College's refund procedures.
- notify the Office of Student Services and the lender of a loan (e.g., Federal Direct Loan (Stafford)) of any change in name, address, or school status.
- complete the Entrance Interview process if he or she is a new loan borrower.
- complete the Exit Interview process prior to withdrawal or graduation.

NOTICE OF NON-DISCRIMINATION

Founded by the Society of Jesus in 1863, Boston College is dedicated to intellectual excellence and to its Jesuit, Catholic heritage. Boston College recognizes the essential contribution a diverse community of

students, faculty and staff makes to the advancement of its goals and ideals in an atmosphere of respect for one another and for the University's mission and heritage. Accordingly, Boston College commits itself to maintaining a welcoming environment for all people and extends its welcome in particular to those who may be vulnerable to discrimination on the basis of their race, color, national origin, sex, religion, disability, age, marital or parental status, sexual orientation, military status, or other legally protected status.

Boston College rejects and condemns all forms of harassment, wrongful discrimination and disrespect. It has developed procedures to respond to incidents of harassment whatever the basis or circumstance. Moreover, it is the policy of Boston College, while reserving its lawful rights where appropriate to take actions designed to promote the Jesuit, Catholic principles that sustain its mission and heritage, to comply with all state and federal laws prohibiting discrimination in employment and in its educational programs on the basis of a person's race, color, national origin, sex, religion, disability, age, marital or parental status, genetic information or family medical history, or military status, and to comply with state law prohibiting discrimination on the basis of a person's sexual orientation.

To this end, Boston College has designated its Executive Director for Institutional Diversity to coordinate its efforts to comply with and carry out its responsibilities to prevent discrimination in accordance with state and federal laws, including Title VI, Title IX, Section 504 and the ADA. Any applicant for admission or employment, and all students, faculty members and employees, are welcome to raise any questions regarding this notice with the Executive Director for Institutional Diversity:

Boston College Office for Institutional Diversity (OID)
140 Commonwealth Avenue (Office location: 129 Lake Street)
Chestnut Hill, MA 02467
Patricia Lowe
Executive Director for Institutional Diversity/Title IX Coordinator
patricia.lowe@bc.edu
Phone: 617-552-3334
E-mail: TitleIXCoordinator@bc.edu

The Executive Director for Institutional Diversity oversees the efforts of the following additional Title IX coordinators: (i) Student Affairs Title IX Coordinator (for student sexual harassment complaints), Maloney Hall 412, Chestnut Hill, MA 02467, Melinda Stoops, reachable at 617-552-3482 or (melinda.stoops@bc.edu); (ii) University Harassment Counselor, reachable via OID (see above contact information); and (iii) Jaime Seguin, jaime.seguin@bc.edu Athletics Title IX Coordinator, the Senior Women's Administrator, 310 Conte Forum, Chestnut Hill, MA 02467, reachable at 617-552-8520.

In addition, any person who believes that an act of unlawful discrimination has occurred at Boston College may raise this issue with the Assistant Secretary for Civil Rights of the United States Department of Education.

OFF-CAMPUS HOUSING

The University operates an Off-Campus Housing office located in Maloney Hall, Suite 413 for the convenience of those seeking referrals for off-campus housing. The office maintains updated listings of apartments and rooms available for rent in areas surrounding the campus. Interested students can contact the office Monday through Friday, 9:00 a.m. to 5:00 p.m. by calling 617-552-3075 or e-mailing offcampus@bc.edu. Walk-ins are always welcomed as well. To search for listings and general information on the Residential Life website, go to www.bc.edu/offcampus.

The office maintains a database of rentals and roommate postings, as well as a list of local agents/brokers, resources, and events. On average, it takes from 5 to 7 days to secure a place to live near Boston College.

TUITION AND FEES

Tuition and fees for the Graduate Schools of Management, Morrissey College of Arts and Sciences, Education, Nursing, Social Work, and School of Theology and Ministry are billed on or about July 15 and August 15 for the fall and December 15 for the spring. Payment is due by September 8 and January 12, respectively. All students should be registered by August 15 for the fall and December 15 for the spring.

The tuition in the Boston College Law School is due semi-annually by August 10 and by December 10.

There is a \$150 late payment fee for payments received after the due dates listed above. In severe cases, students whose accounts are not resolved by the due dates may be withdrawn from the University.

Tuition in the Woods College of Advancing Studies is due upon registration. All billing statements are sent electronically. Visit www.bc.edu/mybill for more information.

Graduate Tuition

Graduate School of the Morrissey College of Arts and Sciences**

Tuition per credit hour:.....1,572

Auditor's fee***—per credit hour:786

Lynch School of Education, Graduate Programs**

Tuition per credit hour:.....1,420

Auditor's fee***—per credit hour:710

Carroll School of Management, Graduate Programs**

Tuition per credit hour:.....1,676

Full-time MBA:.....24,615/semester

Auditor's fee***—per credit hour:838

Connell School of Nursing, Graduate Programs**

Tuition per credit hour:.....1,350

Auditor's fee***—per credit hour:675

Boston College School of Social Work**

Tuition per credit hour:.....1,184

Auditor's fee***—per credit hour:592

Boston College Law School**

Tuition per semester:.....26,320

Tuition per credit hour (AY):2,294

Tuition per credit hour (Summer):.....2,025

School of Theology and Ministry**

Tuition per credit hour:.....1,064

Auditor's fee***—per credit hour:532

Summer tuition per credit hour:.....1,064

Summer auditor's fee***—per credit hour:532

Woods Graduate College of Advancing Studies—Graduate

Administrative Studies or Leadership and Administration

Tuition per credit hour:.....804

Woods Graduate College of Advancing Studies—Graduate Applied Economics

Tuition per credit hour:.....1,082

Woods Graduate College of Advancing Studies—Graduate

Cybersecurity Policy and Governance

Tuition per credit hour:.....1,082

Woods Graduate College of Advancing Studies—Graduate Health Administration

Tuition per credit hour:.....1,100

Summer Session**

Tuition per credit hour:.....804

Auditor's fee***—per credit hour:402

**Students cross-registering in graduate programs pay tuition rates of the school in which they are enrolled.

***Audits are considered fees and are not refundable. Students changing from credit to audit receive no refund.

Graduate General Fees*

Acceptance Deposit Fees

Lynch School of Education, Graduate Programs:.....250

Connell School of Nursing, Graduate Programs:400

Carroll School of Management,

Graduate Programs—part-time:200

Carroll School of Management,

Graduate Programs—full-time:1,500

Boston College Law School—J.D. Program***:500

Boston College Law School—LL.M. Program:.....500

Boston College School of Social Work:.....200

***Initial deposit due by April 15 with an additional \$500 due by May 15.

Activity Fee—Per Semester***

(GSMCAS; LSOE, Graduate Programs; CSON, Graduate Programs; BCSSW; STM)

7 credits or more per semester:.....45

Fewer than 7 credits per semester:.....30

Activity Fee—Per Semester

(CSOM, Graduate Programs)

7 credits or more per semester:.....55

Fewer than 7 credits per semester:.....30

Activity Fee (Boston College Law School)210

Registration Fee (Woods College of Advancing Studies)25

Registration Fee (Summer Session)45

Application Fee (Non-Refundable)

Graduate School of the Morrissey College of

Arts and Sciences:70

Lynch School of Education, Graduate Programs:.....65

Carroll School of Management, Graduate Programs:.....100

Connell School of Nursing, Graduate Programs:50

Boston College School of Social Work:.....40

Boston College Law School:.....75

School of Theology and Ministry:.....70

Woods College of Advancing Studies:.....40

Doctoral Comprehensive/Continuation Fee (Ph.D. Candidate) and Master's Thesis Direction (Per Semester)

Graduate School of the Morrissey College of

Arts and Sciences:1,572

Lynch School of Education, Graduate Programs:.....1,420

Carroll School of Management, Graduate Programs:.....1,676

Connell School of Nursing, Graduate Programs:1,350

Boston College School of Social Work:.....1,184

Interim Study:.....30

Laboratory Fee (Per Semester): up to 420

Late Payment Fee:.....150

Massachusetts Medical Insurance (Per Year):.....3,088 (1,283 fall semester; 1,805 spring semester)

Microfilm and Binding

Doctoral Dissertation:125

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Master's Thesis:	105
Copyright Fee (Optional):	45
Student Identification Card:	45
(mandatory for all new students)	

*All fees are proposed and subject to change.

***Students who are in off-campus satellite programs in the Boston College School of Social Work are exempt from the activity fee.

Collection Cost and Fees

Tuition does not include the cost of lab fees, textbooks, or other required materials for specific courses. In general, full-time graduate students should anticipate costs for textbooks and course supplies of \$1,300–\$2,200 for the academic year. Textbook costs for specific courses can be found on the website for the Boston College Bookstore.

The University reserves the right to correct typographical errors or to adjust the Tuition and Fees schedule at any time it deems necessary.

The Trustees of Boston College reserve the right to change the tuition rates and to make additional charges within the University whenever such action is deemed necessary.

Matriculated students at Boston College are individually, personally, and primarily responsible to the University for paying all tuition and other fees associated with enrollment and room and board, if applicable. This obligation also applies to any additional tuition and fees resulting from adjustments to course schedules. Students remain responsible in accordance with University policy for tuition and fees for classes from which they have been withdrawn, been dropped, failed, or failed to attend. Students must formally withdraw from any/all classes that they do not attend in a particular semester. Failure to properly withdraw from these classes, according to the withdrawal timelines published by the Office of Student Services (www.bc.edu/content/bc/offices/stserv/academic/univcat/grad_catalog/grad_policies_procedures.html#withdrawalfromcourse), will not relieve students of their responsibility to pay any tuition/fees owed for such classes.

Students will be informed of the status of their accounts via an electronic billing statement. It is their responsibility to review the statement, to make payments by the due date stated in the billing statement, and to advise the University in a timely manner of any errors or discrepancies. They also agree that, in the event their account is delinquent, a registration, transcript, ID, meal plan, parking and diploma hold will be placed on their account. There will be a \$150 late payment fee assessed to unresolved accounts by the due date. Failure to pay any balance when due may result in the cancellation of a student's registration for the current academic term, referral of the account to a collection agency, legal action to collect any balance due, or any combination thereof. Students will be responsible for all fees and costs incurred by Boston College for the collection of the past due amount, including collection and attorneys' fees. They will be charged a fee of \$25.00 for a returned check or returned electronic payment (\$40 if this is a fourth returned item and \$65 for any returned item over \$2,000).

Students will not be permitted to enroll in classes without agreeing to accept financial responsibility as described below.

Notice of Consent to Collection Communications

I expressly consent to you, your affiliates, agents, and service providers using written, electronic, or verbal means to contact me as the law allows. This consent includes, but is not limited to, contact by manual calling methods, prerecorded or artificial voice messages, e-mails and/or automated telephone dialing systems. I also expressly consent to you, your affiliates, agents, and service providers contacting

me by telephone at any telephone number associated with my account, currently or in the future, including wireless telephone numbers, regardless of whether I incur charges as a result. I agree that you, your affiliates, agents, and service providers may record telephone calls regarding my account in assurance of quality and/or other reasons. I have read this disclosure and agree that the Lender/Creditor may contact me/us as described above.

Massachusetts Medical Insurance

In accordance with the Commonwealth of Massachusetts' law and the policies of Boston College, all students who are registered in a degree program and all international students will automatically be charged by Boston College for medical insurance.

Non-degree students who are registered at least 75 percent of the full-time credit load (see chart below) will also be charged unless waiver information is submitted. Failure to maintain these credit levels will result in the termination of the medical insurance. It is the student's responsibility to monitor their eligibility status.

- Woods Graduate College of Advancing Studies—7 or more
- Graduate School of the Morrissey College of Arts and Sciences—7 or more
- Lynch School of Education, Graduate Programs—7 or more
- Carroll School of Management, Graduate Programs—7 or more
- Connell School of Nursing, Graduate Programs—7 or more
- Boston College School of Social Work—7 or more
- Boston College Law School—12 or more
- School of Theology and Ministry—7 or more

Boston College will offer all students who are required to enroll in the BC insurance plan the option of participating in the plan offered at the University or submitting a waiver if they have other comparable insurance. The details of the University's insurance plan are available at www.bc.edu/medinsurance.

Domestic students may waive the BC insurance plan by completing the electronic waiver form at www.bc.edu/myservices. Students under the age of 18 are required to submit a written waiver form with the signature of their parent/guardian. This form is available for download at www.bc.edu/ssforms. The waiver must be completed and submitted by September 22, 2017, for the fall semester and by January 26, 2018, for spring semester. Students who do not complete a waiver by the due dates will be enrolled and billed for the BC plan.

International students are not permitted to submit waivers and are required to participate in the BC plan. If you are insured through 1) a parent/guardian/spouse's health insurance plan offered through a U.S. employer, 2) a government sponsored program, (for example Government of Kuwait/UAE or Government of Saudi Arabia), or 3) MassHealth or a plan purchased through the MA Health Connector (except Health Safety Net, Children's Medical Security or MassHealth Limited), you might be eligible to waive coverage. The waiver form for international students is available at www.bc.edu/ssforms.

Returned Checks

Returned checks will be fined in the following manner:

- First three checks returned: \$25 per check
- All additional checks: \$40 per check
- Any check in excess of \$2,000: \$65 per check

Withdrawals and Refunds

Fees are not refundable.

Tuition is cancelled subject to the following conditions:

- Notice of withdrawal must be made in writing to the dean of the student's school.
- The date of receipt of written notice of withdrawal by the Dean's Office determines the amount of tuition cancelled.

The cancellation schedule that follows will apply to students withdrawing voluntarily, as well as to students who are dismissed from the University for academic or disciplinary reasons.

Graduate Refund Schedule (Excluding Law)

Graduate students (except Law students) withdrawing by the following dates will receive the tuition refund indicated below.

First Semester

- by Sept. 6, 2017: 100% of tuition charged is cancelled
- by Sept. 8, 2017: 80% of tuition charged is cancelled
- by Sept. 15, 2017: 60% of tuition charged is cancelled
- by Sept. 22, 2017: 40% of tuition charged is cancelled
- by Sept. 29, 2017: 20% of tuition charged is cancelled

Second Semester

- by Jan. 24, 2018: 100% of tuition charged is cancelled
 - by Jan. 26, 2018: 80% of tuition charged is cancelled
 - by Feb. 2, 2018: 60% of tuition charged is cancelled
 - by Feb. 9, 2018: 40% of tuition charged is cancelled
 - by Feb. 16, 2018: 20% of tuition charged is cancelled
- No cancellations are made after the fifth week of classes.

Law Refund Schedule

Law students are subject to the refund schedule outlined below.

First Semester

- by Aug. 25, 2017: 100% of tuition charged is cancelled
- by Sept. 8, 2017: 80% of tuition charged is cancelled
- by Sept. 15, 2017: 60% of tuition charged is cancelled
- by Sept. 22, 2017: 40% of tuition charged is cancelled
- by Sept. 29, 2017: 20% of tuition charged is cancelled

Second Semester

- by Jan. 12, 2018: 100% of tuition charged is cancelled
- by Jan. 26, 2018: 80% of tuition charged is cancelled
- by Feb. 2, 2018: 60% of tuition charged is cancelled
- by Feb. 9, 2018: 40% of tuition charged is cancelled
- by Feb. 16, 2018: 20% of tuition charged is cancelled

Summer Sessions Refund Schedule: All Schools

Prior to the second class meeting, 100% of tuition charged is cancelled. No cancellation of tuition is made after the second class meeting.

Federal Regulations Governing Refunds

If a student does not wish to leave any resulting credit balance on his or her account for subsequent use, he or she should request a refund at www.bc.edu/myservices. If a student has a credit balance as a result of Federal Aid and he or she does not request a refund, the University will, within two weeks, send the credit balance to his/her local address.

Federal regulations establish procedural guidelines applicable to the treatment of refunds whenever the student has been the recipient of financial assistance through any program authorized under Title IV of the Higher Education Act of 1965. These guidelines pertain to the Federal Perkins Loan, the Federal Pell Grant, the Federal Supplemental Educational Opportunity Grant, the Federal College Work-Study, and the Federal Stafford and PLUS Loan. In such cases, the regulations require that a portion of any refund be returned according to federal guidelines. Further, if a student withdraws, the institution must determine if any cash disbursement of Title IV funds, made directly

to the student by the institution for non-instructional purposes, is an overpayment that must be repaid to the Title IV program. University policy developed to comply with the regulations at Boston College will be available upon request from the Office of Student Services.

NATIONAL STUDENT CLEARINGHOUSE

The National Student Clearinghouse maintains a comprehensive electronic registry of student records that provides a single, highly automated point of contact for organizations and individuals requiring timely, accurate verification of student enrollment, degree, and loan data.

Today, over 2,700 colleges, representing 91% of the nation's enrollment, participate in the Clearinghouse by providing regular student record updates on all of their currently enrolled students. Student loan providers, employers, student credit issuers, student health insurance providers, the Federal government, and others access the Clearinghouse's registry over 100 million times annually to conduct electronic student record verifications.

Degree and Enrollment Verification

Boston College has authorized the National Student Clearinghouse to provide degree and enrollment verifications. The National Student Clearinghouse can be contacted at:

Web: www.degreeverify.com
 Phone: 703-742-4200
 Fax: 703-742-4239
 E-mail: degreeverify@studentclearinghouse.org
 Mail: National Student Clearinghouse
 13454 Sunrise Valley Drive, Suite 300
 Herndon, VA 20171

BOSTON COLLEGE GRADUATE DEGREE PROGRAMS

Graduate School of the Morrissey College of Arts and Sciences

American Politics: M.A., Ph.D.
 Behavioral Neuroscience: Ph.D.
 Biblical Studies: Ph.D.
 Biology: M.S.T., Ph.D.
 Chemistry: M.S., M.S.T., Ph.D.
 Classics: M.A.
 Cognitive Neuroscience: Ph.D.
 Comparative Politics: M.A., Ph.D.
 Comparative Theology: Ph.D.
 Developmental Psychology: Ph.D.
 Economics: Ph.D.
 English: M.A., M.A.T., Ph.D.
 French Literature and Culture: M.A.
 Geology: M.S., M.S.T.
 Geophysics: M.S., M.S.T.
 Greek: M.A.
 Hispanic Literature and Culture: M.A.
 Historical Theology/History of Christianity: Ph.D.
 History: M.A., M.A.T., Ph.D.
 International Relations: M.A., Ph.D.
 Irish Studies/English: M.A., Ph.D.
 Irish Studies/History: M.A., Ph.D.
 Italian Literature and Culture: M.A.
 Latin: M.A.
 Linguistics: M.A.
 Mathematics: Ph.D.
 Middle Eastern Studies: M.A.

Medieval Studies/History: M.A., Ph.D.
Philosophy: M.A., Ph.D.
Philosophy and Theology: M.A.
Physics: M.S.T., Ph.D.
Political Theory: M.A., Ph.D.
Quantitative Psychology: Ph.D.
Russian Language and Literature: M.A.
Slavic Studies: M.A.
Social Psychology: Ph.D.
Sociology: M.A., Ph.D.
Systematic Theology: Ph.D.
Theological Ethics: Ph.D.

Fifth Year Programs—Graduate School of the Morrissey College of Arts and Sciences

Biology: B.S./M.S.
English: B.A./M.A.
Linguistics: B.A./M.A.
History: B.A./M.A.
Philosophy: B.A./M.A.
Psychology: B.A./M.A., B.S./M.A.
Russian: B.A./M.A.
Slavic Studies: B.A./M.A.
Sociology: B.A./M.A.
Theology: B.A./M.A.

Dual Degree Programs—Graduate School of the Morrissey College of Arts and Sciences

Biology/Management: M.S./M.B.A.
French/Management: M.A./M.B.A.
Geology/Management: M.S./M.B.A.
Geophysics/Management: M.S./M.B.A.
Hispanic Studies/Management: M.A./M.B.A.
Italian/Management: M.A./M.B.A.
Linguistics/Management: M.A./M.B.A.
Mathematics/Management: M.A./M.B.A.
Philosophy/Law: M.A./J.D., Ph.D./J.D.
Political Science/Management: M.A./M.B.A.
Russian/Management: M.A./M.B.A.
Slavic Studies/Management: M.A./M.B.A.
Sociology/Management: M.A./M.B.A., Ph.D./M.B.A.

School of Theology and Ministry

Divinity: M.Div.
Sacred Theology: S.T.B., S.T.L., S.T.D.
Theological Studies: M.T.S.
Theology: Th.M.
Theology and Education: Ph.D.
Theology and Ministry: M.A.

Fifth Year Programs—School of Theology and Ministry

Theology: B.A./M.T.S.
Theology and Ministry: B.A./M.A.

Dual Degree Programs—School of Theology and Ministry

Theology and Ministry/Business Administration: M.A./M.B.A.
Theology and Ministry/Counseling Psychology: M.A./M.A.
Theology and Ministry/Nursing: M.A./M.S.
Theology and Ministry/Social Work: M.A./M.S.W.

Joint Degree Programs—School of Theology and Ministry

Educational Leadership, Catholic School Leadership (with LSOE): M.Ed.
Higher Education, Catholic University Leadership Concentration (with LSOE): M.A.

Lynch School of Education, Graduate Programs

Applied Developmental and Educational Psychology: M.A., Ph.D.
Applied Statistics and Psychometrics: M.S.
Educational Leadership: M.Ed., C.A.E.S., Ed.D.
Counseling Psychology: M.A., Ph.D.
Curriculum and Instruction: M.Ed., C.A.E.S., Ph.D.
Early Childhood Education: M.Ed.
Educational Research, Measurement and Evaluation: M.Ed., Ph.D.
Elementary Education: M.Ed., M.A.T.
Higher Education: M.A., Ph.D.
International Higher Education: M.A.
Mental Health Counseling: M.A.
Professional Licensure in English, History, Geology, Biology, Mathematics, Spanish Elementary Education, and Reading: M.A.T., M.S.T.
Reading/Literacy Teaching: M.Ed., M.A.T., C.A.E.S.
School Counseling: M.A.
Secondary Education: M.Ed., M.A.T., M.S.T.
Special Education (Moderate Special Needs, Grades Pre-K–8 and Grades 5–12): M.Ed., C.A.E.S.
Special Education (Students with Severe Special Needs, Grades Pre-K–12): M.Ed., C.A.E.S.

Fifth Year Programs—Lynch School of Education, Graduate Programs

Applied Developmental and Educational Psychology: B.A. or B.S./M.A.
Curriculum and Instruction: B.A. or B.S./M.Ed.
Early Childhood Education: B.A. or B.S./M.Ed.
Educational Research, Measurement and Evaluation: B.A. or B.S./M.A.
Elementary Education: B.A. or B.S./M.Ed.
Higher Education: B.A. or B.S./M.A.
Moderate Special Needs: B.A./M.Ed.
Reading/Literacy Teaching: B.A./M.Ed.
Secondary Education: B.A. or B.S./M.Ed.
Severe Special Needs: B.A. or B.S./M.Ed.

Early Admit Programs—Lynch School of Education, Graduate Programs

Mental Health Counseling: B.A. or B.S./M.A.
School Counseling: B.A. or B.S./M.A.

Dual Degree Programs—Lynch School of Education, Graduate Programs

Counseling/Pastoral Ministry: M.A./M.A.
Curriculum and Instruction/Law: M.Ed./J.D.
Educational Leadership/Law: M.Ed./J.D.
Higher Education/Law: M.A./J.D.
Higher Education/Management: M.A./M.B.A.

Boston College Law School

Law: J.D.
Law: LL.M.

Sixth-Year Program—Boston College Law School

Law/MCAS: J.D./B.A. or B.S.

Dual Degree Programs—Boston College Law School

Law/Education: J.D./M.Ed., J.D./M.A.
Law/Management: J.D./M.B.A.
Law/Philosophy: J.D./M.A., J.D./Ph.D.
Law/Public Health: J.D./M.P.H.
(in conjunction with Tufts University)
Law/Social Work: J.D./M.S.W.
Law/Urban and Environmental Policy and Planning:
J.D./M.A. (in conjunction with Tufts University)
Law/Environmental, Energy, or Food and Agriculture Law:
J.D./M.A. (in conjunction with Vermont Law School)

Carroll School of Management, Graduate Programs

Accounting: M.S., Ph.D.
Business Administration: M.B.A.
Finance: M.S., Ph.D.
Organization Studies: Ph.D.

Dual Degree Programs—Carroll School of Management, Graduate Programs

Accounting: M.B.A./M.S.
Finance: M.B.A./M.S.
Management/Biology: M.B.A./M.S.
Management/French: M.B.A./M.A.
Management/Geology and Geophysics: M.B.A./M.S.
Management/Higher Education: M.B.A./M.A.
Management/Hispanic Studies: M.B.A./M.A.
Management/Italian: M.B.A./M.A.
Management/Law: M.B.A./J.D.
Management/Linguistics: M.B.A./M.A.
Management/Mathematics: M.B.A./M.A.
Management/Nursing: M.B.A./M.S.
Management/Pastoral Ministry: M.B.A./M.A.
Management/Political Science: M.B.A./M.A.
Management/Russian: M.B.A./M.A.
Management/Slavic Studies: M.B.A./M.A.
Management/Social Work: M.B.A./M.S.W.
Management/Sociology: M.B.A./M.A./Ph.D.
Management/Urban & Environmental Policy and Planning:
M.B.A./M.A./U.E.P.P. (in conjunction with Tufts University)
Management/Food & Nutrition Science, Policy & Management:
M.B.A./M.S. (in conjunction with Tufts University)

Connell School of Nursing, Graduate Programs

Nursing: M.S., Ph.D., D.N.P. (beginning in 2020)
Nursing: M.S./Ph.D.

B.S./M.S. Program—Connell School of Nursing, Graduate Programs

Nursing: B.S./M.S.

Dual Degree Programs—Connell School of Nursing, Graduate Programs

Nursing/Management: M.S./M.B.A.
Nursing/Pastoral Ministry: M.S./M.A.

Boston College School of Social Work

Social Welfare: Ph.D.
Social Work: M.S.W., Ph.D., M.S.W./Ph.D.

Fifth Year Programs—Boston College School of Social Work

Social Work/Applied Psychology and Human Development:
B.A./M.S.W.
Social Work/Psychology: B.A./M.S.W.
Social Work/Sociology: B.A./M.S.W.

Dual Degree Programs—Boston College School of Social Work

Social Work/Law: M.S.W./J.D.
Social Work/Management: M.S.W./M.B.A.
Social Work/Theology and Ministry: M.S.W./M.A.

Woods College of Advancing Studies, Graduate Programs

Applied Economics: M.S.
Cybersecurity Policy and Governance: M.S.
Healthcare Administration: M.H.A.
Leadership and Administration: M.S.
Students may choose from the following specializations:
Corporate Communication and Marketing
Executive Leadership and Organizational Development
Human Resources
Project Management
Sports Administration: M.S.

ACADEMIC INTEGRITY

Policy and Procedures

The pursuit of knowledge can proceed only when scholars take responsibility and receive credit for their work. Recognition of individual contributions to knowledge and of the intellectual property of others builds trust within the University and encourages the sharing of ideas that is essential to scholarship. Similarly, the educational process requires that individuals present their own ideas and insights for evaluation, critique, and eventual reformulation. Presentation of others' work as one's own is not only intellectual dishonesty, but it also undermines the educational process. Cases of falsification, fabrication, and plagiarism that occur in the course of research are also subject to Boston College's research misconduct policy, which can be found at www.bc.edu/research/oric/compliance/integmisconduct.html.

Standards

Academic integrity is violated by any dishonest act which is committed in an academic context including, but not restricted to the following:

Cheating is the fraudulent or dishonest presentation of work. Cheating includes but is not limited to:

- the use or attempted use of unauthorized aids in examinations or other academic exercises submitted for evaluation;
- fabrication, falsification, or misrepresentation of data, results, sources for papers or reports, or in clinical practice, as in reporting experiments, measurements, statistical analyses, tests, or other studies never performed; manipulating or altering data or other manifestations of research to achieve a desired result; selective reporting, including the deliberate suppression of conflicting or unwanted data;
- falsification of papers, official records, or reports;
- copying from another student's work;
- actions that destroy or alter the work of another student;
- unauthorized cooperation in completing assignments or during an examination;
- the use of purchased essays or term papers, or of purchased preparatory research for such papers;
- submission of the same written work in more than one course without prior written approval from the instructors involved;
- dishonesty in requests for make-up exams, for extensions of deadlines for submitting papers, and in any other matter relating to a course.

Plagiarism is the act of taking the words, ideas, data, illustrations, or statements of another person or source, and presenting them as one's own. Each student is responsible for learning and using proper methods of paraphrasing and footnoting, quotation, and other forms of citation, to ensure that the original author, speaker, illustrator, or source of the material used is clearly acknowledged.

Other breaches of academic integrity include:

- the misrepresentation of one's own or another's identity for academic purposes;
- the misrepresentation of material facts or circumstances in relation to examinations, papers, or other evaluative activities;
- the sale of papers, essays, or research for fraudulent use;
- the alteration or falsification of official University records;
- the unauthorized use of University academic facilities or equipment, including computer accounts and files;
- the unauthorized recording, sale, purchase, or use of academic lectures, academic computer software, or other instructional materials;

- the expropriation or abuse of ideas and preliminary data obtained during the process of editorial or peer review of work submitted to journals, or in proposals for funding by agency panels or by internal University committees;
- the expropriation and/or inappropriate dissemination of personally-identifying human subject data;
- the unauthorized removal, mutilation, or deliberate concealment of materials in University libraries, media, or academic resource centers.

Collusion is defined as assistance or an attempt to assist another student in an act of academic dishonesty. Collusion is distinct from collaborative learning, which may be a valuable component of students' scholarly development. Acceptable levels of collaboration vary in different courses, and students are expected to consult with their instructor if they are uncertain whether their cooperative activities are acceptable.

Promoting Academic Integrity: Roles of Community Members

Student Roles in Maintaining Academic Integrity

Students have a responsibility to maintain high standards of academic integrity in their own work, and thereby to maintain the integrity of their degree. It is their responsibility to be familiar with, and understand, the University policy on academic integrity.

Students who become aware of a violation of academic integrity by a fellow student should respond in one of the following ways:

- Students may discuss their concerns with the student whom they suspect of a violation. Direct contact by another student may be the best means of resolving the problem. Repeated demonstration of student concern for academic integrity will in the long run build a peer-regulated community.
- If the incident is a major violation or part of a repeated pattern of violations, students should bring their concerns to the attention of the instructor or to the appropriate department chairperson or associate dean. Suspected violations by students reported to members of the faculty or to an associate dean will be handled according to the procedures set forth below.

Students who have serious concern that a faculty member is not living up to his or her responsibility to safeguard and promote academic integrity should speak with the faculty member directly, or should bring their concern to the attention of the department chairperson or associate dean.

Faculty Roles in Fostering Academic Integrity

Faculty members should provide students with a positive environment for learning and intellectual growth and, by their words and actions, promote conditions that foster academic integrity.

Faculty should be concerned about the impact of their behavior on students. Students are sensitive to messages communicated in informal discussions and in casual faculty remarks about personal decisions and value judgments. Students are perhaps most sensitive to how responsibly faculty members fulfill their obligations to them in the careful preparation of classes, in the serious evaluation of student achievement, and in their genuine interest in and availability to students.

Faculty should promote academic integrity in the following specific ways:

- At the beginning of each course, instructors should discuss academic integrity in order to promote an ongoing dialogue about academic integrity and to set the tone and establish guidelines

for academic integrity within the context of the course, e.g., the extent to which collaborative work is appropriate. Where relevant, instructors should discuss why, when, and how students must cite sources in their written work.

- Instructors should provide students with a written syllabus that states course requirements and, when available, examination dates and times.
- Instructors are encouraged to prepare new examinations and assignments where appropriate each semester in order to ensure that no student obtains an unfair advantage over his or her classmates by reviewing exams or assignments from prior semesters. If previous examinations are available to some students, faculty members should insure that all students in the course have similar access. Course examinations should be designed to minimize the possibility of cheating, and course paper assignments should be designed to minimize the possibility of plagiarism.
- Proctors should be present at all examinations, including the final examination, and should provide students with an environment that encourages honesty and prevents dishonesty.
- Faculty should be careful to respect students' intellectual property and the confidentiality of student academic information.
- Assignment of grades, which is the sole responsibility of the instructor, should be awarded in a manner fair to all students.

Academic Deans

Academic deans have overall responsibility for academic integrity within their schools. In particular, deans' responsibilities include the following:

- promoting an environment where academic integrity is a priority for both students and faculty,
- ensuring that students who are honest are not placed at an unfair disadvantage, and
- establishing procedures to adjudicate charges of academic dishonesty and to protect the rights of all parties.

Procedures

Graduate and professional students should refer to their department or school for procedures for adjudicating alleged violations of academic integrity. Penalties for students found responsible for violations may depend upon the seriousness and circumstances of the violation, the degree of premeditation involved, and/or the student's previous record of violations. Appeal of decision may be made to the representative of the department or school whose decision will be final.

ACADEMIC REGULATIONS

University-wide academic regulations that pertain to all graduate and professional students are presented below. Students are expected to become familiar with the regulations that are specific to their school.

To learn about each school's academic regulations, please refer to the following sites:

Graduate School of the Morrissey College of Arts and Sciences
www.bc.edu/schools/gsas/policies.html

Lynch School of Education, Graduate Programs
Master's Students: http://www.bc.edu/schools/lsoe/academics/Graduate/masters_policies.html

Doctoral Students: http://www.bc.edu/schools/lsoe/academics/Graduate/phd_policies.html

Carroll School of Management, Graduate Programs
<http://www.bc.edu/schools/csom/graduate/currentstudents/academic.html>

Connell School of Nursing, Graduate Programs

Master's Students: <http://www.bc.edu/schools/son/current/mastersresources.html>

Doctoral Students: <http://www.bc.edu/schools/son/current/onlinedoctoralresources.html>

Boston College School of Social Work

<http://www.bc.edu/schools/gssw/academics/academic-policies.html>

Boston College Law School

http://www.bc.edu/content/dam/bc1/schools/law/top-bar/current-students/Academics/documents-forms/academic_policies_and_procedures.pdf

School of Theology and Ministry

<http://www.bc.edu/schools/stm/acadprog/acadpol.html>

Woods College of Advancing Studies, Graduate Programs

<http://www.bc.edu/schools/advstudies/guide/regulations.html>

Academic Regulations are effective from September of the current academic year (2017–2018) except where a different date is explicitly stated. If there have been changes in the Academic Regulations and degree requirements since a student readmitted after sustained leave was last enrolled, the Academic Regulations in effect at the time of the student's readmission to full-time study will apply, unless the Associate Dean specifies otherwise in writing at the time of readmission.

Academic Grievances

Any graduate or professional student who believes he or she has been treated unfairly in academic matters should consult with the faculty member or administrator designated by their school to discuss the situation and to obtain information about relevant grievance policies and procedures.

Academic Record

A record of each graduate or professional student's academic work is prepared and maintained permanently by the Office of Student Services. Student academic records are sealed at the time the degree is conferred. After this date changes may not be made, with the exception of errors or omissions.

Attendance

Graduate and professional students are expected to meet course requirements in classes, internships, and practica as specified in the syllabus or document prepared explicitly for the academic experience. A student who is absent repeatedly from these academic experiences will be evaluated by the responsible faculty member and/or designated supervisor(s) to ascertain the student's ability to continue in the course and to achieve course objectives.

Professors may include, as part of the semester's grades, marks for the quality and quantity of the student's participation in the course.

Professors will announce, reasonably well in advance, tests, examinations and other forms of assessment based on the material covered in the course, as well as other assigned material. A student who is absent from a course is responsible for obtaining knowledge of what happened in the course, especially information about announced tests, papers, or other assignments.

A student who is absent from a course on the day of a previously announced examination, including the final examination, is not entitled, as a matter of right, to make up what was missed. The professor involved is free to decide whether a makeup will be allowed.

In cases of prolonged absence the student or his or her representative should communicate with the student's graduate associate dean as

soon as the prospect of extended absence becomes clear. The academic arrangements for the student's return to the course should be made with the Graduate Associate Dean's Office as soon as the student's health and other circumstances permit.

Absences for Religious Reasons

Any graduate or professional student who is unable, because of his or her religious beliefs, to attend classes, internships, or practice, or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination, or study or work requirement, and shall be provided with an opportunity to makeup such examination, study or work requirement that may have been missed because of such absence on any particular day. However, students should notify professors and supervisors at the end of the first course meeting or at least two weeks in advance of any such planned observances, and such makeup examination or work shall not create an unreasonable burden upon the University. No fees will be charged and no adverse or prejudicial effects shall result to any student who is absent for religious reasons.

Audits

Graduate and professional students should consult their school or department for specific policies regarding audits.

Comprehensive Examination or Qualifying Papers:

Doctoral Students

Graduate and professional students should consult their school or department for specific policies regarding comprehensive examinations or qualifying papers for doctoral students.

Comprehensive Examination: Master's Students

Graduate and professional students should consult their school or department for specific policies regarding comprehensive examinations for master's students.

Continuation: Doctoral Candidacy

Graduate and professional students who have completed all required coursework and who have successfully completed the comprehensive examination or the oral defense of a publishable paper are admitted to doctoral candidacy. Doctoral candidates are required to register and pay for Doctoral Continuation (9999) during each semester of their candidacy or its equivalent.

Please refer to your school's regulation for additional information on doctoral candidacy.

Cross Registration

Boston Theological Institute

The Boston Theological Institute (BTI), a consortium of theology faculty primarily in the Boston-Newton-Cambridge area, has as its constituent members the following institutions. Graduate and professional students should consult their school or department for specific policies regarding cross-registration in the BTI.

- Andover Newton School of Theology
- Boston College's Department of Theology
- Boston College's School of Theology and Ministry
- Boston University School of Theology
- Episcopal Divinity School
- Gordon-Conwell Theological Seminary
- Harvard Divinity School
- Holy Cross Greek Orthodox Seminary
- St. John's Seminary

The Consortium

Boston College is part of a consortium that includes Boston University, Brandeis University, and Tufts University. Eligible students are allowed to take courses at any of these institutions if the same courses are not offered at Boston College at any time during the academic year. Cross registration materials are available from the Office of Student Services. Graduate and professional students should consult their school or department for specific policies regarding cross-registration in this consortium.

Graduate Consortium in Women's Studies

Eligible graduate and professional students enrolled in degree programs during the academic year may apply to participate in the Graduate Consortium in Women's Studies, an inter-institutional enterprise established to advance the field of women's studies and enlarge the scope of graduate education through new models of team teaching and interdisciplinary study. Faculty and students are drawn from nine member schools: Boston College, Boston University, Brandeis University, Harvard University, MIT, Northeastern, Simmons, Tufts, and UMass Boston. Graduate and professional students should consult their school or department for specific policies regarding cross-registration in this consortium. Eligible students need to obtain permission from their department or school. Registration forms will be mailed from the Consortium to accepted students.

Enrollment Status

Full-Time Enrollment Status

Graduate and professional students should consult their school or department for specific policies regarding full-time enrollment status.

Final Examinations

For graduate level courses that have final examinations, professors may use the University's final examination schedule, which is public and set before classes begin, or they may set the day and time of their final examination in the syllabus or document prepared explicitly for the academic experience. All students are responsible for knowing when their final examinations will take place and for taking examinations at the scheduled time. Students who miss a final examination are not entitled, as a matter of right, to a makeup examination except for serious illness and/or family emergency. Students who are not able to take a final examination during its scheduled time should contact the person designated by the department or school, preferably prior to the examination date, to inform them of their situation and to make alternative arrangements if granted permission to do so.

Foreign Language Requirement

Graduate and professional students should consult their school or department for specific policies regarding foreign language requirements.

Grading

In each graduate course, in which a graduate or professional student is registered for graduate credit, the student will receive one of the following grades at the end of the semester: A, A-, B+, B-, C, F, W, J, U, P, or I. The high passing grade of A is awarded for superior work. The passing grade of B is awarded for work that clearly is satisfactory at the graduate level. The low passing grade of C is awarded for work that is minimally acceptable at the graduate level. The failing grade of F is awarded for work that is unsatisfactory.

A pass/fail option is available for a limited number of courses. A U grade is recorded for ungraded courses such as doctoral continuation.

Please refer to your school's regulation for additional information on grading.

Grading Scale

In computing averages, the following numerical equivalents are used. The entire grading scale is not used by all schools.

- A 4.00
- A- 3.67
- B+ 3.33
- B 3.00
- B- 2.67
- C+ 2.33
- C 2.00
- C- 1.67
- D+ 1.33
- D 1.00
- D- .67
- F .00
- P No effect on GPA
- U No effect on GPA

Grade Changes

Grade changes should be made only for exceptional reasons. The grades submitted by faculty at the end of each semester are considered final unless the faculty member has granted the student an Incomplete. Incompletes may be granted to provide a student time to finish his or her course work after the date set for the course examination or in the course syllabus. Incompletes should only be granted for serious reasons, e.g., illness, and only when the student has been able to complete most of the course work but is missing a specific assignment, e.g., a final paper, an examination, etc. Incompletes are not to be granted to allow the student to complete a major portion of the course work after the end of the semester.

All I grades will automatically be changed to F on March 1 for the fall, August 1 for the spring, and October 1 for the summer except for students in the Boston College School of Social Work and the Boston College Law School.

Graduate and professional students should consult their school or department for more information on grade changes.

Pass/Fail Electives

Graduate and professional students should consult their school or department for specific policies regarding pass/fail electives.

Good Standing

Grades, satisfactory performance in internships and practica, and timely completion of degree requirements determine a student's good standing in his or her program. Students should be informed in a timely manner if their good standing is in jeopardy and the conditions needed to maintain or establish good standing.

Graduate and professional students should consult their school or department for specific policies regarding academic good standing.

Graduation

The University awards degrees in May, August, and December of each year except to students in the Law School where degrees are conferred in May and December. Commencement ceremonies are held only in May. Students who have completed all requirements for the degree before a specific graduation date are eligible to receive the degree as of

the university's next official graduation date. A diploma will not be dated before all work is completed. Students who graduate in December or August may participate in commencement exercises the following May.

In order to ensure timely clearance, all students who plan to graduate should confirm their diploma names online at www.bc.edu/myservices by the following dates:

- Last day of drop/add February 1 for May graduation
- May 1 for August graduation
- Last day of drop/add October 1 for December graduation

Leave of Absence

Voluntary Leave of Absence

Graduate students who do not register for course work, Thesis or Dissertation Direction, or Interim Study in any given semester must request a leave of absence for that semester. Leaves of absence are not usually granted for more than two semesters at a time, and are rarely granted for students on Doctoral Continuation. Students may apply for a personal or medical leave of absence. As described below, appropriate documentation is required for a medical leave of absence.

Students may obtain a personal or medical leave of absence form online at www.bc.edu/student-services and submit it for their school's Associate Dean's approval.

Leave time for either a personal or medical leave of absence will normally be considered a portion of the total time limit for the degree unless the contrary is decided upon initially between the student and the Associate Dean.

Personal Leave of Absence

Students on an approved personal leave of absence should contact the Associate Dean's Office at least six weeks prior to the semester in which they expect to re-enroll. The appropriate Associate Dean will make the decision on the readmission request.

Medical Leave of Absence

If a student is unable to complete the coursework or other course of study for a semester due to medical reasons, the student may request a medical leave of absence. Medical leave, whether requested for mental health or physical health reasons, must be supported by appropriate documentation from a licensed care provider and be approved by the student's Associate Dean.

The University reserves the right to impose conditions on readmission from a medical leave, which may include: length of time on leave; the submission of documentation from the student's health care provider; the student's consent for the provider to discuss the student's condition with University clinicians, and/or an independent evaluation of the student's condition by University clinicians; and/or making use of University or outside professional services.

The conditions will be specified at the time of leave, and students will be asked to acknowledge their acceptance of them.

Students seeking to return from leave should contact the appropriate Academic Dean prior to seeking readmission no later than four weeks prior to the desired admission date. However, students seeking to return to a practicum, clinical or field education placement must contact the appropriate Academic Dean expressing the intent to seek readmission at least a full semester before the desired return.

Students on Boston College's medical insurance policy may be eligible to continue their health insurance the semester in which they take a medical leave of absence and the following semester. Students should

THE UNIVERSITY: POLICIES AND PROCEDURES

consult with Student Services and can learn more about this policy at: www.bc.edu/medinsurance. Students granted a medical leave may be entitled to a semester's tuition credit to be provided upon readmission, and should consult their school's policy regarding the tuition credit.

Involuntary Leave of Absence

Students may be separated from the University for academic reasons (please refer to specific school or department policies for more information) or for reasons of health, safety, or when a student's continuance at Boston College poses significant risk to the student or others. For additional information, visit www.bc.edu/publications/studentguide/judicial.html.

Readmission

Graduate and professional students seeking readmission to the University should consult with the policies and procedures specified by their department or school. The decision to re-admit a student will be based on a consideration of the best interests of both the student and the University.

Summer Courses

In graduate programs, summer courses may be an integral part of the curriculum. Graduate and professional students should consult with their schools or departments for specific policies regarding summer courses.

Time-to-Degree

Graduate and professional students should consult their school or department for specific policies regarding time-to-degree.

Transcripts

All current graduate and professional students submit requests for academic transcripts at www.bc.edu/myservices. Requests for academic transcripts may also be submitted in writing to the following address: Transcript Requests, Office of Student Services, Lyons Hall, Boston College, Chestnut Hill, MA 02467, or faxed to 617-552-4975.

Requests are usually processed within 48 to 72 hours of receipt. For more information, visit www.bc.edu/transcripts.

Transcript/Diploma Holds

The University will not issue diplomas or release transcripts for any graduate or professional student with an outstanding financial obligation to the University, which includes failure to complete a mandatory loan exit interview.

Transfer of Credit

Graduate and professional students should consult their school or department for specific policies regarding transfer of credit.

University Communication Policies and Student Responsibilities

Official communications of the University with its currently enrolled graduate and professional students, including notices of academic and administrative matters and communications from faculty and administrative staff, may be sent via postal service, campus mail, or e-mail. To assure that these communications arrive in a timely manner, all enrolled students have the following responsibilities:

Postal service and Campus mail: For purposes of written communication, the student's local and permanent addresses on record at the Office of Student Services will be regarded as the student's official local and permanent residences. All students have a responsibility to provide both local and permanent mailing addresses and to enter corrections

at www.bc.edu/myservices if the addresses are not accurate in University records. Students should review their address record for accuracy at the beginning of each semester and again soon after submitting any corrections.

E-mail: The University recognizes and uses electronic mail as an appropriate medium for official communication. The University provides all enrolled students with e-mail accounts as well as access to e-mail services from computer stations at various locations on campus. All students are expected to access their e-mail accounts regularly, to check for official University communications, and to respond as necessary to such communications.

Students may forward their e-mail messages from their University e-mail accounts to non-university e-mail systems. In such cases, students shall be solely responsible for all consequences arising from such forwarding arrangements, including any failure by the non-university system to deliver or retain official University communications. Students should send test messages to and from their University e-mail account on a regular basis, to confirm that their e-mail service is functioning reliably.

All student responses to official e-mail communications from the University must contain the student's University e-mail address in the "From:" and "Reply To:" lines and should originate from the student's University e-mail account, to assure that the response can be recognized as a message from a member of the University community.

Withdrawal from a Course

Graduate and professional students who withdraw from a course after the drop/add period will have a "W" recorded in the grade column of their academic record. To withdraw from a course all students must go to the Forms page of the Office of Student Services website, print the withdrawal form, and then go to the Office of the Associate Dean for their school. Students will not be permitted to withdraw from courses after the published deadline. Students who are still registered at this point will receive a final grade for the semester.

Withdrawal from Boston College

Graduate and professional students who wish to withdraw from Boston College in good standing are required to file a Withdrawal Form in the Associate Dean's Office. In the case of students who are dismissed for academic or disciplinary reasons, the Associate Dean will process the withdrawal.

UNIVERSITY AWARDS AND HONORS

Please refer to your school or department website for information about awards and honors.

Graduate School of the Morrissey College of Arts and Sciences

The Graduate School of the Morrissey College of Arts and Sciences (GSMCAS) offers programs of study leading to the degrees of Doctor of Philosophy (Ph.D.), Master of Arts (M.A.), and Master of Science (M.S.). In addition, GSMCAS also may admit as Special Students those students not seeking a degree who are interested in pursuing coursework for personal enrichment.

The Graduate School of the Morrissey College of Arts and Sciences also offers several dual degree options. The Master of Arts in Teaching (M.A.T.) and Master of Science in Teaching (M.S.T.) are offered in cooperation with the Lynch School of Education Graduate Programs. The Master of Arts/Juris Doctor (M.A./J.D.) and the Doctor of Philosophy/Juris Doctor (Ph.D./J.D.) are offered in cooperation with the Boston College Law School. The Master of Arts/Master of Business Administration (M.A./M.B.A.), and the Doctor of Philosophy/Master of Business Administration (Ph.D./M.B.A.) are offered in cooperation with the Carroll Graduate School of Management. The Graduate School also offers, through select departments, a Fifth Year Master of Arts (M.A.) and Master of Science (M.S.) program for high-achieving BC undergraduates wishing to pursue an accelerated graduate program.

General Information

The Deans' Office of the Graduate School of the Morrissey College of Arts and Sciences in Gasson 108 is open from 9:00 a.m. to 5:00 p.m., Monday through Friday, to assist prospective students with general admissions inquiries and current students with any academic or student services needs. Application materials may be obtained either from the department in which students hope to study or from the Graduate Admissions Office.

The course schedule is available online prior to each semester's registration period at the Course Information and Schedule link at www.bc.edu/courses. The International Student Office, the Office of the Dean for Student Development, and the Graduate Student Association provide non-academic services for students.

Master's Degree Programs

Requirements for the Degrees of Master of Arts and Master of Science

Acceptance

Candidates for the Master's degree must be graduates of an accredited college and normally must have at least 18 semester hours of upper division work in the proposed area of study. In case of deficiencies, prerequisites may be earned in the graduate school by achieving a minimum grade of B in courses approved for this purpose. Where there is some doubt about a scholastic record, acceptance may be conditional. The candidate will then be evaluated by the department and recommended to the Dean for approval after completing the first semester of coursework or after earning a minimum of six credits.

Course Credits

The number of graduate credits required for the degree varies by department. No more than six graduate credits will be accepted in transfer toward fulfillment of course requirements, as described more fully under "Transfer Credit Policies" under Academic Regulations.

Fifth Year B.A./M.A. and B.S./M.S.

In cooperation with the Morrissey College of Arts and Sciences, the Graduate School offers five year B.A./M.A. and B.S./M.S. programs in some disciplines. See the Undergraduate Morrissey College of Arts and Sciences for further information.

Doctoral Degree Programs

Requirements for the Degree of Doctor of Philosophy

The Ph.D. degree is granted only for distinction attained in a special field of concentration and the demonstrated ability to modify or enlarge upon a significant subject in a dissertation based upon original research meeting high standards of scholarship.

Requirements for the doctoral degree are specific to departments and may be found under departmental listings. Detailed statements of requirements and procedures should be requested directly from the department in which the student has an interest.

Residence

The philosophy of the residence requirement is that a doctoral student should experience the total environment of the University. Residence for at least two consecutive semesters of one academic year, during which the student is registered as a full-time student at the University, is required. A plan of study that meets this requirement must be arranged by the student with the department. Registration in two courses per semester is considered to fulfill the residency requirement for students holding full-year fellowships and assistantships. The residence requirement may not be satisfied, in whole or in part, by summer session attendance.

Interdisciplinary Doctoral Program

Where departmental doctoral programs are unable to satisfy the interests of the student, an interdisciplinary doctoral program remains a possibility. However, students must first be admitted to a departmental program. A student interested in exploring such a possibility should first make an inquiry to the GSMCAS Dean's Office.

Special Students (Non-Degree)

Non-degree seeking students, who are interested in pursuing course work at the graduate level, may apply for admission as special students. Many individuals enter departments of GSMCAS as special students—either to explore the seriousness of their interest in studying for an advanced degree or to strengthen their credentials for possible later application for degree study. Others are simply interested in taking graduate coursework for interest's sake or for other purposes. Admission as a special student does not guarantee subsequent admission for degree candidacy. Individuals who are admitted as special students and who subsequently wish to apply for admission as degree candidates must file additional application documents and be accepted for degree study. The number of credits one has earned as a special student that may be applied toward the requirements of a degree is determined by the appropriate department in concert with GSMCAS regulations.

Those admitted as special students may take courses only in the department that has recommended their admission. Permission to continue to take courses as a special student beyond the semester for which admission was originally gained must be obtained from the admitting department's Graduate Program Director.

Admission

Eligibility and Application Information

The Graduate School of the Morrissey College of Arts and Sciences is an academic community whose doors are open to all students without

regard to race, ethnic or national origin, religion, color, age, gender, marital or parental status, veteran status, disabilities, or sexual orientation. Opportunities and experiences are offered to all students on an equal basis and in such a way as to recognize and appreciate their individual and cultural differences.

Applicants for admission to the GSMCAS must possess at least a bachelor's degree from an accredited institution and give evidence of the ability and preparation necessary for the satisfactory pursuit of graduate studies. This evidence consists primarily, but not exclusively, in the distribution of undergraduate courses and the grades received in them. Consult the appropriate departmental descriptions for additional specific requirements.

Individuals lacking a bachelor's degree generally are not admitted to GSMCAS classes. In order to attend graduate classes, persons lacking the bachelor's degree should apply for authorization either through the Dean of the Woods College of Advancing Studies or, in the case of Boston College undergraduates, through their appropriate dean and with the approval of the chairperson of the given department. Such students will receive only undergraduate credit for the course taken in the GSMCAS, and the course credit will be entered only on their undergraduate record. For regulations governing the simultaneous master's/bachelor's degree, students should consult their department.

GSMCAS accepts two classes of applicants—degree students (degree-seeking) and special students (non-degree-seeking).

A complete application to GSMCAS includes the application form, official transcripts as well as any program specific requirements, e.g., GRE scores, statement of purpose, writing sample, references, etc. For these additional requirements, please consult the requirements of the department to which admission is being sought. All application materials should either be submitted online or sent to the Graduate Admissions Office, Gasson 108.

Applicants for special student status are only required to submit an application form, statement of purpose, and official transcripts. All application materials should either be submitted online or sent to the GSMCAS Admissions Office, Gasson 108.

Degree and special students are not admitted officially until the completed application form with a positive department recommendation has been approved by the Associate Dean of Admissions and Administration. Admission should not be presumed without receipt of official notification from the Associate Dean.

Degree-seeking applicants should consult the department of specialization regarding the specific requirements for the various departmental master's and doctoral programs.

For the necessary application forms and information, students may either address their requests to the department of interest or to the Graduate Admissions Office, Gasson 108.

Information on the GRE and TOEFL tests may be obtained from the Educational Testing Service, Box 955, Princeton, New Jersey 08540 or at www.gre.org.

All documents submitted by applicants for admission become the property of GSMCAS and are not returnable.

Acceptance

Announcements of acceptance or rejection are usually mailed no later than April 15 for September admissions, but may vary by department. Decisions are made on the basis of departmental recommendations and the fulfillment of prerequisites. No student should presume admission until he or she has been notified officially of acceptance by the Associate Dean.

Financial Aid

Academic Awards

Stipends and scholarships are available to aid promising students in the pursuit of their studies, including:

- Graduate Assistantships
- Research Assistantships
- Teaching Assistantships
- Teaching Fellowships
- Tuition Scholarships
- University Fellowships

Individuals whose applications are complete will routinely be considered for financial aid by the department in which they hope to study. No separate application is necessary. The scholastic requirements for obtaining these stipend awards or scholarship awards are necessarily more exacting than those for simply securing admission to GSMCAS.

- Graduate students may not receive University financial aid (stipend and/or tuition scholarships) from two schools or departments simultaneously.
- Graduate students who hold fellowships or assistantships may not be employed full-time without Dean's approval.

Fellowships

University Fellowships

University Fellowships are available in some departments offering the Ph.D. degree. These awards do not require service to the University.

Teaching Fellowships

The Graduate School of the Morrissey College of Arts and Sciences has available a limited number of Teaching Fellowships. These provide a stipend that varies among departments. The Teaching Fellow, in addition to his or her program of studies, is usually responsible for six hours of teaching in the undergraduate colleges.

Assistantships

Graduate Assistantships and Teaching Assistantships

Graduate and Teaching assistantships are assigned by departments. Duties, including the nature and number of hours (though in no case to exceed 20 hours), and stipend amounts vary by department.

Research Assistantships

Research Assistantships are available in some departments. Research Assistantship duties, including the nature and number of hours (though in no case to exceed 20 hours), and stipend amounts vary by department. Summer research opportunities are available on some research projects. For further information, contact the department's graduate program director.

Tuition Scholarships

Tuition scholarships are awarded based on academic achievement and promise. These awards do not require service to the University.

Procedures for Financial Aid Recipients

At the opening of each school year, or at whatever other time financial aid may be awarded, recipients of fellowships and assistantships must report to the Human Resources Service Center to complete his/her personnel and tax information forms.

An aid recipient who relinquishes a fellowship, assistantship, or a tuition scholarship must report this matter in writing to the department chairperson and to the dean. These awards may be discontinued at any time during an academic year if either the academic performance or in-service assistance is of an unsatisfactory character. They may also be discontinued for conduct injurious to the reputation of the University.

Other Sources of Financial Aid

Students interested in other sources of financial aid, such as work-study funds and various loan programs, should inquire in the Office of Student Services where all such aid is administered. Refer to the earlier section on financial aid in this catalog.

Academic Regulations

Full-Time Enrollment Status

Graduate full-time enrollment in the Graduate School of the Morrissey College of Arts and Sciences is 9 or more credits.

All students are considered half-time with six credits.

Students completing degree requirements in their final semester may be given exceptions to the school's minimum credit standard for full-time status by their academic dean.

The credit amounts listed above are used to determine a student's enrollment status for loan deferments, immunizations, medical insurance requirements, and verifications requested by other organizations.

Graduate schools may also define full-time status by a student's course work or role responsibilities as listed below:

- All doctoral candidates in the Graduate School of the Morrissey College of Arts and Sciences are considered full-time students.
- Master's candidates are considered full-time students if they are registered full-time and/or receiving an assistantship or fellowship through an academic unit, e.g., Graduate Assistants, Teaching Fellows, Teaching Assistants, or Research Assistants.

Transfer Credit Policies

Graduate students may request transfer of not more than six graduate credits. Courses will be considered for transfer if the student has received a grade of B or better and if the course has not been applied to a prior degree. If approved, the transfer course and credit, but not the grade, will be recorded on the student's academic record. Credit received for courses completed more than ten years prior to a student's admission to his or her current degree program are not acceptable for transfer. Students are advised to consult with the procedures and policies of their department or school for exceptions to this policy.

Biology

Faculty

Anthony T. Annunziato, *Professor*; B.S., Boston College; M.S., Ph.D., University of Massachusetts, Amherst

David Burgess, *Professor*; B.S., M.S., California State Polytechnic University; Ph.D., University of California, Davis

Thomas Chiles, *Professor*; B.S., Ph.D., University of Florida

Peter Clote, *Professor*; B.S., Massachusetts Institute of Technology; M.A., Ph.D., Duke University

Marc-Jan Gubbels, *Professor*; B.Sc., M.Sc., Wageningen Agricultural University; Ph.D., Utrecht University

Charles S. Hoffman, *Professor*; S.B., Massachusetts Institute of Technology; Ph.D., Tufts University School of Medicine

Welkin Johnson, *Professor*; *Chairperson of the Department*; B.A., University of California, Berkeley; Ph.D., Tufts University School of Medicine

Daniel Kirschner, *Professor*; B.A., Western Reserve University; Ph.D., Harvard University

Thomas N. Seyfried, *Professor*; B.A., St. Francis College; M.S., Illinois State University; Ph.D., University of Illinois

Kenneth C. Williams, *Professor*; B.A., Northland College; M.A., University of Hartford; Ph.D., McGill University

Mary Kathleen Dunn, *Associate Professor*; B.A., University of Kansas; M.S., Michigan State University; Ph.D., University of North Carolina at Chapel Hill

Laura Hake, *Associate Professor*; B.A., University of Tennessee; Ph.D., Tufts University

Junona F. Moroiaru, *Associate Professor*; B.S., Ion Creanga University; M.S., University of Bucharest; Ph.D., Rockefeller University

Clare O'Connor, *Associate Professor*; B.S., Ph.D., Purdue University

Tim van Opjnen, *Associate Professor*; B.S., M.S., Ph.D., University of Amsterdam

Eric S. Folker, *Assistant Professor*; B.S., University of Illinois at Urbana-Champaign; Ph.D., Notre Dame

Laura Anne Lowery, *Assistant Professor*; B.S., M.S., University of California, San Diego; Ph.D., Massachusetts Institute of Technology

Sarah McMenimin, *Assistant Professor*; B.S., Mount Holyoke College; Ph.D., Stanford University

Michelle M. Meyer, *Assistant Professor*; B.S., Rice University; Ph.D., California Institute of Technology

Babak Momeni, *Assistant Professor*; B.S., M.Sc., Sharif University of Technology; M.Sc., Ph.D., Georgia Institute of Technology

Jeff DaCosta, *Assistant Professor of the Practice*; B.S., University of Massachusetts; M.Sc., University of Nevada; Ph.D., Boston University

Rebecca Dunn, *Assistant Professor of the Practice*; B.A., Bucknell University; Ph.D., Northwestern University

Christopher Kenaley, *Assistant Professor of the Practice*; B.S., Cornell University; Ph.D., University of Washington

Danielle Taghian, *Assistant Professor of the Practice*; B.S., Tufts University; Ph.D., Harvard University

Contacts

- Director of Graduate Studies: Charles Hoffman, Charles.hoffman@bc.edu
- Associate Director, Administration and Graduate Programs: Dina Goodfriend, dina.goodfriend@bc.edu
- Director of Laboratories: Douglas Warner, douglas.warner@bc.edu
- Administrative Assistant: Diane Butera, diane.butera@bc.edu
- Office Coordinator: Colette McLaughlin, colette.mclaughlin@bc.edu
- Biology Department 617-552-3540 www.bc.edu/biology
- Technology Coordinator: tc.bio@bc.edu

Graduate Program Description

The Biology Department offers courses leading to the degree of Doctor of Philosophy as well as a joint B.S./M.S. degree. The master of science in teaching (M.S.T.) degree is administered through the Lynch School of Education in cooperation with the Biology Department.

Those seeking admission to the graduate program should have a bachelor's degree and undergraduate coursework in calculus, physics, biochemistry, biology, and chemistry, including organic chemistry. Deficiencies in preparation as noted by the Admissions Committee may be made up in the graduate school.

The minimum curriculum for Ph.D. students consists of five Graduate Core Courses (BIOL6110 Advanced Genetics, BIOL6350 Graduate Biochemistry, BIOL6140 Graduate Molecular Biology, BIOL6150 Advanced Cell Biology, and BIOL6160 Graduate Bioinformatics), two additional Biology-approved Graduate Elective

Courses (e.g., BIOL5000+, BIOL8000+), BIOL6180 Scientific Proposal Writing and a University seminar of Responsible Conduct of Research (both beginning with students who entered into the program in 2012F).

Throughout the academic year, the Biology Departmental Colloquium hosts distinguished researchers in many areas of biology. Attendance is expected of all full-time Ph.D. students.

Lab rotations occur during the first year, which allows students the opportunity to explore important questions in different areas of biology and to determine if a particular lab environment is suitable for their thesis research. Students are expected to have joined a permanent lab by the end of this year, with permission of the lab's P.I.

Students are also required to be a Teaching Assistant for at least two semesters, beginning in their first semester. Depending on the availability of funding from their lab P.I., they may then transition to a Research Assistantship.

For the M.S.T. degree, course requirements vary depending upon the candidate's prior teaching experience; however, all master's programs leading to certification in secondary education include practical experiences in addition to course work. Students seeking certification in Massachusetts are required to pass the Massachusetts Educators Certification Test. For further information on the M.S.T., please refer to the Lynch School of Education section, Master's Programs in Secondary Teaching, or call the Office of Graduate Admissions, LSOE, at 617-552-4214.

Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the web at www.bc.edu/courses.

BIOL7101 Readings and Research (Fall/Spring: 3)

Intended for M.S. students who are acquiring a knowledge of the literature and experimental methods associated with their research projects under the guidance of a faculty research advisor. Participation in research group meetings, journal clubs, data clubs, etc., may be required. A maximum of six credits may be earned from this course.

The Department

BIOL8010 Thesis Seminar (Fall/Spring: 3)

A research problem of an original nature will be addressed. This course is designed for M.S. candidates under the direction of a faculty member. A maximum of six credits may be earned from this course.

The Department

BIOL8050 Departmental Seminar (Fall: 1)

This is a series of research seminars conducted by leading scientists, both from within the department and from other institutions, that are presented on a regular (usually weekly) basis.

Marc Muskavitch

BIOL8060 Departmental Seminar (Spring: 1)

This is a series of research seminars conducted by leading scientists, both from within the department and from other institutions, that are presented on a regular (usually weekly) basis.

Welkin Johnson

BIOL8880 Interim Study (Fall/Spring: 0)

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar, but have not yet finished writing their thesis.

The Department

BIOL9901 Doctoral Comprehensive (Fall/Spring: 1)

Required for Doctoral students who have completed all course requirements, but are preparing for comprehensive examinations.

The Department

BIOL9911 Doctoral Continuation (Fall/Spring: 1)

All students who have been admitted to candidacy for the Ph.D. degree are required to register and to pay the fee for doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

The Department

Chemistry

Faculty

Evan R. Kantrowitz, *Professor Emeritus*; A.B., Boston University; M.A., Harvard University; Ph.D. Harvard University
 Lawrence T. Scott, *Professor Emeritus*; A.B., Princeton University; Ph.D., Harvard University
 Paul Davidovits, *Professor*; B.S., M.S., Ph.D., Columbia University
 Amir H. Hoveyda, *Joseph T. and Patricia Vanderslice Millennium Professor*; B.A., Columbia University; Ph.D., Harvard University
 T. Ross Kelly, *Thomas A. and Margaret Vanderslice Professor*; B.S., Holy Cross College; Ph.D., University of California at Berkeley
 Shih-Yuan Liu, *Professor*; B.S., Vienna Institute of Technology; Ph.D., Massachusetts Institute of Technology
 David L. McFadden, *Professor*; A.B., Occidental College; Ph.D., Massachusetts Institute of Technology
 Larry W. McLaughlin, *Professor*; B.Sc., University of California at Riverside; Ph.D., University of Alberta
 Udayan Mohanty, *Professor*; B.Sc., Cornell University; Ph.D., Brown University
 James P. Morken, *Professor*; B.S., University of California at Santa Barbara; Ph.D., Boston College
 Mary F. Roberts, *Professor*; A.B., Bryn Mawr College; Ph.D., Stanford University
 Marc L. Snapper, *Professor; Chairperson of the Department*; B.S., Union College; Ph.D., Stanford University
 X. Peter Zhang, *Professor*; B.S., Anhui Normal University; M.S., Beijing Normal University; Ph.D. University of Pennsylvania
 William H. Armstrong, *Associate Professor*; B.S., Bucknell University; Ph.D., Stanford University
 Jeffery Byers, *Associate Professor*; B.A., Washington University; Ph.D., California Institute of Technology
 Jianmin Gao, *Associate Professor*; B.S., University of Science and Technology of China; Ph.D., Stanford University
 Chia-Kuang (Frank) Tsung, *Associate Professor*; B.S., National Sun Yat-sen University; Ph.D., University of California at Santa Barbara
 Dunwei Wang, *Associate Professor*; B.S., University of Science and Technology of China; Ph.D., Stanford University
 Eranthie Weerapana, *Associate Professor*; B.S., Yale University; Ph.D., Massachusetts Institute of Technology
 Abhishek Chatterjee, *Assistant Professor*; B.S., RKM Residential College; Ph.D., Cornell University
 Matthias M. Waegele, *Assistant Professor*; B.S., Technical University Munich; Ph.D. University of Pennsylvania
 Masayuki Wasa, *Assistant Professor*; B.S., Brandeis University; Ph.D., The Scripps Research Institute

Kenneth Metz, *Professor of the Practice*; B.S., Emporia State

University; Ph.D., University of Arkansas

Daniel Fox, *Assistant Professor of the Practice*; B.S., State University of

New York at Geneseo; Ph.D., University of California at Berkeley

J. Fredrik Haefliger, *Assistant Professor of the Practice*; M.S., Ph.D.,

Royal Institute of Technology, Stockholm

Contacts

- Graduate Programs Information: Dale Mahoney, mahonedf@bc.edu, 617-552-1735
- Department Reception: Lynne Pflaumer, pflaumer@bc.edu, 617-552-3605
- www.bc.edu/chemistry

Graduate Program Description

The Department of Chemistry offers programs leading to: (1) the Doctor of Philosophy (Ph.D.) degree in organic chemistry, chemical biology, physical chemistry, and inorganic chemistry and to (2) the Master of Science in Teaching (M.S.T.) degree in education. The latter is in conjunction with the Lynch School of Education.

Ph.D. Degree Requirements

There is no total credit requirement for the Ph.D. degree. All entering graduate students are required to take the core graduate courses that are designed to provide a reasonable and broad level of proficiency in the various chemistry disciplines, in addition to at least two advanced courses in the student's chosen focus of research. Core courses may include Mechanistic Organic Chemistry, CHEM5537; Principles of Chemical Biology, CHEM5560; and Physical Chemistry: Principles and Applications, CHEM6676. Advanced course selection will depend on the student's research areas and are chosen in consultation with their research advisor. Every student is expected to attain a GPA of at least 3.0 at the end of his or her second semester in the Graduate School and to maintain it thereafter. If this standard is not met, the student may be required to withdraw from the graduate program.

At the end of the second year, Ph.D. candidates must pass an oral exam that stresses material from their own research specialty and other related areas. Members of the student's thesis committee comprise the exam committee. Students who do not pass this exam will be asked to do one of the following: repeat the oral exam (for a final time), complete the requirements for a Master of Science (M.S.) degree, or withdraw from the program. Students choosing to complete the requirements for an M.S. degree must complete a minimum of 18 graduate credits of coursework and a thesis. Students typically accumulate 12 to 18 credits of coursework during the first year of study. The Comprehensive Examination for the M.S. degree is a private, oral defense of the student's research thesis.

Ph.D. candidates must pass eight cumulative exams in their area from 20 possible. These exams test the students' development in their major field of interest and critical awareness and understanding of the current literature. Students are encouraged to start taking cumulative examinations in their first year, but must start taking them in the beginning of their second year.

The M.S. and Ph.D. degrees require a thesis based upon original research, either experimental or theoretical. For the Ph.D. candidate, a thesis project involving a sustained research effort (typically requiring 4–6 years) will begin usually during the second semester of study. An oral defense of the dissertation before a faculty thesis committee and a public presentation complete the degree requirements. Some teaching or equivalent educational experience is required. This requirement may be satisfied

by at least one year of service as a teaching assistant or by suitable teaching duties. Arrangements are made with each student for a teaching program best suited to his/her overall program of studies. Waivers of teaching requirements may be granted under special circumstances with the approval of the Director of Graduate Studies or Department Chairperson.

M.S.T. Degree

The Master of Science in Teaching degree program is administered through the Lynch School of Education in cooperation with the Department of Chemistry and requires admission to graduate programs in both the Lynch School of Education and the Department of Chemistry. Although course requirements may vary depending upon the candidate's prior teaching experience, all master's programs leading to certification in secondary education include practical experiences in addition to course work. Students seeking certification in Massachusetts are required to pass the Massachusetts Educators Certification Test. For further information on the M.S.T. degree, please refer to the Lynch School of Education Graduate Programs section, Master's Programs in Secondary Teaching, or call the Office of Graduate Admissions, LSOE, at 617-552-4214.

Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the web at www.bc.edu/courses.

CHEM7772 Advanced Physical Chemistry/Electronics and Optics (Fall/Spring: 3)

Prerequisite: The course is open to a limited number of undergraduates with the instructor's permission.

Students must contact the instructor for information about where the course will meet.

Nearly all parameters we measure in a laboratory (e.g., temperature, density, flow, etc.) are first converted to electrical signals, processed by electronic circuits and devices and then detected and stored by some electrical apparatus. The course is designed to provide a knowledge of electronics. The operation of electrical circuits will be described, and the effect of the electronic processing on the measured parameters will be discussed. The operation of electronic devices such as amplifiers, oscilloscopes, detectors, pulse counters etc. as well as radio and television will be covered. The course will also provide hands-on experience in constructing an amplifying circuit.

Paul Davidovits

CHEM7799 Readings and Research I (Fall/Spring: 3)

Lab fee required.

A course required of Ph.D. matriculants for each semester of research.

The Department

CHEM8800 Readings and Research II (Spring: 3)

Lab fee required.

A course required of Ph.D. matriculants for each semester of research.

The Department

CHEM8801 Thesis Seminar (Fall/Spring: 3)

Lab fee required.

This course is designed for M.S. candidates and includes a research problem requiring a thorough literature search and an original investigation under the guidance of a faculty member.

The Department

CHEM8802 Thesis Direction (Fall/Spring: 1)

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.

The Department

CHEM8822 Inorganic Chemistry Seminar II (Spring: 3)

This is a series of research seminars by leading scientists, both from within the department and from other institutions, that are presented on a regular (usually weekly) basis.

The Department

CHEM8888 Interim Study (Fall: 0)

The Department

CHEM9998 Doctoral Cumulative Examinations (Fall/Spring: 1)

This course consists of a series of cumulative written examinations that test the student's development in his or her major field of interest (organic, inorganic, analytical, physical, biochemistry) and critical awareness and understanding of the current literature. Six of sixteen exams must be passed over a two-year period.

The Department

CHEM9999 Doctoral Continuation (Fall/Spring: 1)

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

The Department

Classical Studies

Faculty

Kendra Eshleman, *Associate Professor; Chairperson of the Department*;

B.A., Swarthmore College; Ph.D., University of Michigan

Gail L. Hoffman, *Associate Professor*; A.B., Yale University; M.A.,

Ph.D., University of Michigan

Maria Kakavas, *Visiting Assistant Professor*; M.A., Boston College;

Ph.D., Boston University

Christopher Polt, *Associate Professor*; B.A., M.A., Boston University;

M.A. Ph.D., University of North Carolina at Chapel Hill

Hanne Eisenfeld, *Assistant Professor*; B.A., Brown University; M.A.,

Ph.D., The Ohio State University

Mark Thatcher, *Assistant Professor of the Practice*; B.A., Northwestern

University; Ph.D., Brown University

Contacts

- Administrative Assistant: Gail Rider, 617-552-3316, gail.rider@bc.edu
- www.bc.edu/schools/cas/classics

Graduate Program Description

Candidates must complete 30 credits of coursework at the graduate level, of which six may, with departmental permission, consist of a thesis tutorial. In addition, candidates must complete a departmental reading list of Latin and/or Greek authors, must demonstrate the ability to read a modern foreign language (usually French or German), and must pass comprehensive examinations. The examinations will be written and oral. The written portion includes translation from the authors on the reading list and an essay on one of the passages translated. The oral consists of discussion with the faculty about topics in the history and interpretation of Latin and/or Greek literature.

Incoming students can expect to find major Greek and Latin authors and genres taught on a regular basis. In Greek these include Homer, lyric poets, fifth-century dramatists (Aeschylus, Sophocles, Euripides, Aristophanes), the historians Herodotus and Thucydides, Plato, and fourth-century orators. In Latin they include Plautus and Terence, the late republican poets Catullus and Lucretius, Cicero, Augustan poetry (Virgil, Horace, Elegy, and Ovid), the historians Livy and Tacitus, and the novel.

Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the web at www.bc.edu/courses.

CLAS7790 Readings and Research I (Fall: 3)

Kendra Eshleman

Gail Hoffman

CLAS7791 Readings and Research II (Spring: 3)

The Department

CLAS8888 Interim Study (Fall/Spring: 0)

Gail Hoffman

Earth and Environmental Sciences

Faculty

George D. Brown, Jr., *Professor Emeritus*; B.S., St. Joseph's College;

M.S., University of Illinois at Urbana; Ph.D., Indiana University

J. Christopher Hepburn, *Professor Emeritus*; A.B., Colgate University;

A.M., Ph.D., Harvard University

James W. Skehan, S.J., *Professor Emeritus*; A.B., A.M., Boston

College; Ph.L., Weston College; A.M., Ph.D., Harvard University;

S.T.B., S.T.L., Weston College

Emanuel Bombolakis, *(Retired) Research Professor*; B.S., M.S., Colorado School of Mines; Ph.D., Massachusetts Institute of Technology

Ethan Baxter, *Professor; Chairperson of the Department*; B.S., Yale

University; Ph.D., University of California-Berkeley

John E. Ebel, *Professor*; A.B., Harvard University; Ph.D., California

Institute of Technology

Gail C. Kineke, *Professor; Director of Graduate Studies*; B.A.,

Princeton University; M.A., Ph.D., University of Washington

Rudolph Hon, *Associate Professor*; M.Sc., Charles University; Ph.D.,

Massachusetts Institute of Technology

Alan L. Kafka, *Associate Professor*; B.A., New York University; M.S.,

Ph.D., State University of New York at Stony Brook

Noah P. Snyder, *Associate Professor*; B.S., Bates College; Ph.D.,

Massachusetts Institute of Technology

Seth C. Kruckenberg, *Assistant Professor*; B.S., University of

Wyoming; Ph.D., University of Minnesota-Twin Cities

Jeremy D. Shakun, *Assistant Professor*; B.A., Middlebury College;

M.S., University of Massachusetts, Amherst; Ph.D., Oregon State

University

Corinne I. Wong, *Assistant Professor*; B.A., B.S., University of the

Pacific; M.S., Ph.D., University of Texas, Austin

Tara Pisani Gareau, *Assistant Professor of the Practice; Associate*

Director, Environmental Studies Program; B.S., Virginia Polytechnic

Institute and State University; M.A., Ph.D., University of California,

Santa Cruz

Contacts

- Administrative Assistant: Farhana Cannon, cannonf@bc.edu
- Department Chair: Dr. Ethan Baxter, ethan.baxter@bc.edu
- Director of Graduate Studies: Dr. Gail C. Kineke, gail.kineke@bc.edu
- www.bc.edu/eessciences

Graduate Program Description**Master of Science**

The Department offers graduate courses and research programs leading to the M.S. degree in Geology or Geophysics. Students are encouraged to obtain broad backgrounds by taking courses in geology, geophysics, and environmental geosciences along with the other sciences and mathematics. Multidisciplinary preparation is particularly useful for students seeking future employment in industry, government or the private sector.

The Department, with approximately 20 graduate students in residence, is housed in Devlin Hall and has additional research facilities at Weston Observatory. Students enjoy close working relationships with faculty while being able to undertake research using the most modern scientific equipment available. The program stresses a strong background in the earth sciences, as well as the ability to carry out research. It prepares students for successful careers as geoscientists in the environmental and engineering industries, oil and gas exploration or government service, teaching, or for continued studies toward a Ph.D. A particularly beneficial aspect of the M.S. program is the opportunity for students to integrate studies in geology, geophysics, and environmental subjects.

Research in the Department covers a broad range of topics, including: coastal and estuarine processes, sediment transport, earthquake and exploration seismology, geomorphology, structural geology and tectonics, isotope geochemistry and geochronology, global change geochemistry, groundwater hydrology, sedimentology, biogeochemistry, and environmental geology and geophysics.

The Department offers financial aid in the form of Teaching and Research Assistantships.

A summary of the requirements and additional information for graduate students can be found in the Graduate Student Regulations and Procedures Handbook (updated annually) on the department website <http://www.bc.edu/schools/cas/geol/graduate/ms-geophysics.html>.

Application

Applicants to the Master of Science degree program generally fall into one of the following categories: (1) students well-prepared in geology or geophysics with courses in mathematics, physics, chemistry, and/or biology who are interested in broadening their experience at the M.S. degree level before employment or doctoral studies elsewhere; (2) students well-prepared in mathematics or one of the natural sciences other than geology or geophysics and who wish to use the M.S. degree program to transfer into the earth sciences.

In addition to the normal application forms, applicants should submit transcripts, letters of recommendation, a personal statement of the strengths and weaknesses of their undergraduate education (including course and non-course experience), and their graduate study interests and current post-degree plans. Graduate Record Exam (general) scores are required. Applications from those applying for financial aid and assistantships for September should be completed by January 10, our recommended application target date. Later applications will be considered for financial aid if funding is available. Such applications may be made at any time, but, to be assured of consideration for September admission, they should be received by May 1.

M.S. Degree Requirements

No fixed curriculum is prescribed for the M.S. degree. Instead, a course and research program that is consistent with the student's background and professional objectives are developed by the student and his or her faculty advisory committee. The graduate program assumes a basic undergraduate foundation in the geosciences. Students lacking such a background may be required to complete certain subjects at the undergraduate level before or during their graduate program. Master's candidates in either Geology or Geophysics must complete or have completed two-semester (or equivalent) courses in physics or chemistry, and a two-semester, college-level calculus course.

A minimum of ten graduate-level courses, (numbered 3000 or above), approved by the student's faculty advisory committee, must be completed in addition to a research thesis for graduation. Graduate level multidisciplinary Earth Systems Seminars are offered annually by the Department on different topics. Beginning graduate students are required to take the Earth Systems Seminar. A maximum of two thesis courses (EESC8801) are allowed for M.S. thesis credit. Normally, no more than one Reading and Research course (EESC7798 or EESC7799) may be applied toward the minimum course requirement. All students are required to maintain at least a 3.0 average in their graduate courses, as well as in all undergraduate courses in the other sciences and mathematics. Passing a comprehensive oral examination is required of each student. A research thesis approved by two faculty members is also required of all M.S. students.

Dual Degree Program (M.S.-M.B.A.)

In conjunction with the Carroll Graduate School of Management at Boston College, the Department of Earth and Environmental Sciences offers interested students the opportunity to participate in the combined M.S.-M.B.A. degree program. Completion of this program leads to the awarding of both degrees. This program is excellent preparation for careers in industrial or financial geoscience management, including areas such as the environmental and petroleum industries, natural hazard assessment, and natural resource evaluation and investment.

The combined M.S.-M.B.A. program normally takes three years for students with a good science background as an undergraduate—about one year less than pursuing these two degrees independently. Students in this program commonly take their first year entirely within the Department of Earth and Environmental Sciences. During the first summer, the student is expected to begin work on a research M.S. thesis that may be combined with an off-campus internship. The second year of the program is taken at the Carroll Graduate School of Management and the third year is split between both programs. Corporate internships are encouraged.

In applying to the program, students have two options. The first and most desirable option is for the student to apply directly to, and be accepted by, both the Graduate School of the Morrissey College of Arts and Sciences and the Carroll Graduate School of Management at the time of their initial application to Boston College. The GRE is required and GMAT tests may be requested. Students may contact the Department of Earth and Environmental Sciences for information and application materials to both programs (indicate that you are interested in the Dual Degree Program). The deadline for admission to the Department of Earth and Environmental Sciences is January 10 for consideration for financial aid and assistantships, the same as the deadline for M.S. candidates. Applications to the Carroll Graduate School of Management are accepted on a rolling basis.

The second option is for students to apply and be accepted to the M.S. program in the Department of Earth and Environmental Sciences. During the spring of their first year, after consultation with their academic advisor, the student may then choose to apply to the Carroll Graduate School of Management for admission into the dual degree M.S.-M.B.A. program.

Further information on this program and application materials may be obtained from the Department of Earth and Environmental Sciences, Boston College, Chestnut Hill, MA 02467, 617-552-3640, or from Graduate Admissions, Carroll Graduate School of Management, Boston College, Chestnut Hill, MA 02467, 617-552-3920.

Master of Science in Teaching

The Master of Science in Teaching (M.S.T.) program is administered through the Lynch School of Education in cooperation with the Department of Earth and Environmental Sciences. It requires admission to both the Lynch School of Education and the Department of Earth and Environmental Sciences. This program, which is designed for prospective teachers, acknowledges variations in prior background and skills.

M.S.T. Degree Requirements

The five required courses in the earth sciences include Exploring the Earth and Earth Materials, and the following: (1) No more than four credits from Weather, Climate, and the Environment, Oceanography, or Astronomy; and (2) Eight credits from Petrology, Structural Geology or Advanced Structural Geology, Environmental Geology, Environmental Chemistry, Introduction to Geophysics or graduate courses (numbered 3000 or above). Students who have previously taken these courses may substitute other graduate courses within the Department of Earth and Environmental Sciences, with approval. One semester of full-time residency may be necessary. A comprehensive examination is given to each student at the end of the program. This examination is in two parts—one part is oral in the earth sciences, and the other part is given by the Lynch School of Education.

Cooperative Program

The Department is part of a cooperative program with the Department of Earth Sciences at nearby Boston University, as well as the Civil Engineering Department at Tufts University. This program permits degree candidates at Boston College to enroll in courses that are unavailable at Boston College but are available at Boston University or Tufts.

Weston Observatory

Weston Observatory is a geophysical research and science education center of the Department of Earth and Environmental Sciences at Boston College. It is located in Weston, Massachusetts about 10 miles west of BC's Chestnut Hill campus. The Observatory, which has been recording earthquakes since the 1930s, conducts basic research on earthquakes and related processes, provides public information after significant earthquakes occur, contributes to earthquake awareness to help reduce the tragic effects of earthquakes, and educates future generations of geophysicists, geologists, environmental geoscientists and scientifically literate citizens. Seismic monitoring at Weston Observatory is part of a consortium of institutions that operate networks of seismographs throughout the Northeast United States and around the world. The facilities at Weston Observatory offer students a unique opportunity to work on research projects in geophysics and related research areas. For more information, visit the Observatory website: www.bc.edu/westonobservatory.

Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the web at www.bc.edu/courses.

EESC7798 Graduate Reading and Research in Geophysics (Fall/Spring; 3)

Prerequisite: Permission of the instructor

A graduate research study of a topic in geophysics under the supervision of a faculty member.

The Department

EESC7799 Graduate Reading and Research in Geology (Fall/Spring; 3)

Prerequisite: Permission of the instructor

A graduate research study of a topic in geology under the supervision of a faculty member.

The Department

EESC8801 Thesis Seminar (Fall/Spring; 3)

This research under the guidance of a faculty member.

The Department

EESC8888 Interim Study (Fall/Spring; 0)

Required for master's candidates who have completed all their course requirements but have not taken comprehensive examinations. Also for master's students who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis.

The Department

Economics

Faculty

David A. Belsley, *Professor Emeritus*; A.B., Haverford College; Ph.D., Massachusetts Institute of Technology

Frank M. Gollop, *Professor Emeritus*; A.B., University of Santa Clara; A.M., Ph.D., Harvard University

Francis M. McLaughlin, *Associate Professor Emeritus*; B.S., A.M., Boston College; Ph.D., Massachusetts Institute of Technology

Harold A. Petersen, *Associate Professor Emeritus*; A.B., DePaul University; Ph.D., Brown University

James E. Anderson, *Professor*; A.B., Oberlin College; Ph.D., University of Wisconsin

Susanto Basu, *Professor*; A.B., Ph.D., Harvard University

Christopher F. Baum, *Professor*; A.B., Kalamazoo College; A.M., Florida Atlantic University; Ph.D., University of Michigan

Donald Cox, *Professor*; B.S., Boston College; M.S., Ph.D., Brown University

Peter T. Gottschalk, *Professor*; B.A., M.A., George Washington University; Ph.D., University of Pennsylvania

Stefan Hoderlein, *Professor*; Diplom Volkswirt, Hohenheim University, Germany; Ph.D., Bonn University and London School of Economics

Peter N. Ireland, *Professor*; B.A., M.A., Ph.D., University of Chicago

Hideo Konishi, *Professor; Chairperson of the Department*; B.A., Kyoto University, Japan; M.A., Osaka University, Japan; M.A., Ph.D., University of Rochester

Marvin Kraus, *Professor*; B.S., Purdue University; Ph.D., University of Minnesota

Arthur Lewbel, *Professor*; B.S., Ph.D., Massachusetts Institute of Technology

Alicia Munnell, *Professor*; B.A., Wellesley College; Ph.D., Harvard University

Claudia Olivetti, *Professor*; B.A., University of Rome; M.A., Ph.D., University of Pennsylvania

Joseph F. Quinn, *Professor*; A.B., Amherst College; Ph.D., Massachusetts Institute of Technology

Fabio Schiantarelli, *Professor*; B.S., Università Bocconi, Italy; M.S., Ph.D., London School of Economics

Uzi Segal, *Professor*; B.S., M.A., Ph.D., Hebrew University, Israel

Tayfun Sonmez, *Professor*; B.S., Bilkent University, Turkey; M.A., Ph.D., University of Rochester

Richard W. Tresch, *Professor*; A.B., Williams College; Ph.D., Massachusetts Institute of Technology

M. Utku Unver, *Professor*; B.S., M.A., Bilkent University, Turkey; Ph.D., University of Pittsburgh

Zhijie Xiao, *Professor*; B.Sc., M.A., Renmin University, China; M.A., M.Phil., Ph.D., Yale University

Mehmet Elmekci, *Associate Professor*; B.S., Bogazici University, Turkey; Ph.D., Princeton University

Michael Grubb, *Associate Professor*; B.S., University of Pennsylvania; Ph.D., Stanford University

Julie Mortimer, *Associate Professor*; B.A., Carleton College; Ph.D., University of California—Los Angeles

Robert G. Murphy, *Associate Professor*; B.A., Williams College; Ph.D., Massachusetts Institute of Technology

S. Anukriti, *Assistant Professor*; B.A., St. Stephen's College, University of Delhi; M.A., Delhi School of Economics; M.Phil., M.A., Ph.D., Columbia University

Ryan Chahrouh, *Assistant Professor*; B.A., Swarthmore College; Ph.D., Columbia University

Tzuo Law, *Assistant Professor*; B.S., Duke University; Ph.D., University of Pennsylvania

Ben Li, *Assistant Professor*; B.A., Zhejiang University; Ph.D., University of Colorado at Boulder

Jaromir Nosal, *Assistant Professor*; B.A., Warsaw School of Economics; Ph.D., University of Minnesota

Anant Nyshadham, *Assistant Professor*; B.S., University of Pennsylvania; Ph.D., Yale University

Dongho Song, *Assistant Professor*; B.A., Seoul National University; Ph.D., University of Pennsylvania

Richard Sweeney, *Assistant Professor*; B.S., Boston College; Ph.D., Harvard University

Rosen Valchev, *Assistant Professor*; B.S., B.A., Duquesne University; M.A., Ph.D., Duke University

Mathis Wagner, *Assistant Professor*; B.A., University of Cambridge; Ph.D., University of Chicago

Can Erbil, *Professor of the Practice*; B.A., Bogazici University; Ph.D., Boston College

Christopher Maxwell, *Professor of the Practice*; B.A., University of Pennsylvania; Ph.D., Harvard University

Paul L. Cichello, *Associate Professor of the Practice*; B.A., Boston College; Ph.D., Cornell University

Tracy Regan, *Associate Professor of the Practice*; B.A., University of Arizona; Ph.D., University of Arizona

Sam Richardson, *Associate Professor of the Practice*; B.A., Stanford University; Ph.D., Harvard University

Contacts

- Director of Graduate Studies: Richard Tresch, 617-552-3671, rtresch@bc.edu
- Graduate Program Assistant: Gail Sullivan, 617-552-3683, gail.sullivan@bc.edu
- Administrative Assistant: MaryEllen Doran, 617-552-3670, andrewma@bc.edu
- www.bc.edu/economics

Graduate Program Description Ph.D. Program

The graduate program in economics is designed for full-time students who are seeking a Ph.D. The program trains economists for careers in teaching, research, and the private sector by providing strong backgrounds in economic theory, quantitative research methods, and applied fields. Requirements include course work, comprehensive examinations, a thesis, and a one-year residence requirement. The course requirements consist of a first-year core curriculum and eight electives, for a total of 47 credits. The first-year program consists of core courses in Micro Theory (ECON7740, 7741), Macro Theory (ECON7750, 7751), Mathematics for Economists (ECON7720), Statistics (ECON7770), and Econometric Methods (ECON7772). The second year is devoted to electives. In addition to the Department's own electives, students may take courses in the Carroll School of Management's Ph.D. program in Finance. All courses accepted for the degree are worth three credits, with the exception of two courses taken in the second semester of the first year: ECON7741 and ECON7751. These two courses are each worth four credits.

Students are required to pass written comprehensive examinations in micro theory, macro theory, and in two of the following fields: econometrics, economic development, industrial organization, international economics, international finance and macroeconomics, labor economics, advanced macro and monetary economics, public sector economics, advanced micro theory, and finance. Most exams are based on a two course sequence on the subject matter. The micro and macro comprehensives are offered twice each year in late May and late August. Students take them immediately after the first year and begin to write field comprehensives at the end of the second year.

All students accepted to the program are offered financial aid including tuition remission. Students can expect continued financial support for five years as long as they meet all conditions and achieve satisfactory progress toward the Ph.D. More information about the Ph.D. program and financial aid opportunities can be found at the graduate program menu option at www.bc.edu/economics.

Admission Information

An online application for your convenience is located at www.bc.edu/schools/gsas/admissions.html. Any questions regarding admission requirements should be directed to gsasinfo@bc.edu. For further information regarding the Ph.D. program, please contact Gail Sullivan at gail.sullivan@bc.edu.

Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the web at www.bc.edu/courses.

ECON7720 Math for Economists (Fall: 3)

"Economics studies the efficient allocation of scarce resources." It follows almost immediately from this definition that while verbal and graphical analyses are often helpful too, economists derive their sharpest

and most powerful results by setting up and solving constrained (because resources are “scarce”) optimization (because allocations should be “efficient”) problems. Hence, this course introduces first-year graduate students to variety of techniques for doing just that: setting up and solving constrained optimization problems. Specific methods covered include those based on the Kuhn-Tucker and envelope theorems, the maximum principle, and dynamic programming. Note that since this is a “math for economists course,” its emphasis is not so much on stating and proving theorems but on developing an intuitive understanding of how and why each method works and determining when one particular approach may be easier or more convenient than all others to apply to a specific problem.

Peter Ireland

ECON7740 Microeconomic Theory I (Fall: 3)

This course covers basic consumer and producer theory and expected utility maximization. Also covered are special topics in consumer theory, such as welfare change measures and revealed preference theory.

Marvin Kraus and Hideo Konishi

ECON7741 Microeconomic Theory II (Spring: 4)

This course comprises four modules. The first treats social choice theory and the second covers decision under risk and uncertainty. The third is an introduction to non-cooperative game theory while the fourth covers topics in information economics.

Uzi Segal

Utku Unver

ECON7750 Macroeconomic Theory I (Fall: 3)

The first half of the course presents Keynesian and classical models, rational expectations and its implications for aggregate supply, and economic policy. The second half covers the Solow growth model, infinite horizon and overlapping generation models, the new growth theory, real business cycle theory, and traditional Keynesian theories of fluctuations.

Fabio Schiantarelli

ECON7751 Macroeconomic Theory II (Spring: 4)

This course is divided into three sections. Part I covers consumption and asset pricing. Part II introduces business-cycle theory with flexible prices. Part III covers monetary models, including business-cycle theory with nominal rigidities and the role of monetary policy.

Susanto Basu

ECON7770 Statistics (Fall: 3)

The first part of this course deals with topics in probability theory, including random variables, conditional distributions, expectation, and multivariate distributions. The second part presents topics in mathematical statistics, including moment estimation, hypothesis testing, asymptotic theory, and maximum likelihood estimation.

Zhijie Xiao

ECON7772 Econometric Methods (Spring: 4)

Prerequisite: ECON7770 or equivalent

This course provides an understanding of the econometric theory that underlies common econometric models. The focus is on regression models and their many extensions. Topics include finite and asymptotic properties of estimators, consistency and limiting distributions, specification issues, heteroskedasticity, autocorrelation, endogeneity and simultaneity, and nonlinear model estimators including maximum likelihood and the generalized method of moments.

Arthur Lewbel

ECON7798 Economics Practicum (Fall/Spring: 1)

Prerequisite: Permission of the Director of Graduate Studies

Richard Tresch

ECON7799 Readings and Research (Fall/Spring: 3)

Prerequisite: Permission of the Director of Graduate Studies

A student and professor may propose a course involving readings and research designed to study an issue not covered in the standard course offerings.

Richard Tresch

ECON8085 Labor Economics I (Fall: 3)

With ECON8086, this course prepares students to do research in labor economics. Topics include labor supply and demand, human capital, education, job search, wage determination, unemployment, immigration, family and gender, and discrimination.

The Department

ECON8802 Advanced Microeconomic Theory (Fall: 3)

In recent years, auction theory and matching theory have found applications in many interesting real-life problems from a market/mechanism design perspective. Topics of this course include the theory of matching markets, multi-object auctions, school choice, and kidney exchange.

Tayfun Sonmez

ECON8819 Mechanism Design (Spring: 3)

This course is going to cover some fundamental topics in mechanism and market design as well as some advanced ones. We will start with Bayesian mechanism design and dominant strategy mechanisms. Other topics include dynamic mechanism design, robust mechanism design, and axiomatic mechanism design. We will also consider non-transferable utility settings.

Utku Unver

Bumin Yenmez

ECON8821 Time Series Econometrics (Fall: 3)

Prerequisite: ECON7770 and ECON7772 or equivalents

This course covers major advances in time series analysis. In addition to univariate and multivariate models for stationary time series, it addresses the issues of unit roots and cointegration. The Kalman Filter and time series models of heteroskedasticity are also discussed. The course stresses the application of technical tools to economic issues, including testing money-income causality, stock market efficiency, the life-cycle model, and the sources of business cycle fluctuations.

Zhijie Xiao

ECON8822 Cross Section and Panel Econometrics (Fall: 3)

Prerequisite: ECON7770 and ECON7772 or equivalents

This course covers major advances in microeconomics. The course will present developments in estimating models with limited dependent variables, random and fixed effects models, and duration models.

Stefan Hoderlein

ECON8823 Applied Econometrics (Spring: 3)

Prerequisite: ECON7770 and ECON7772 or equivalents

This course presents a number of econometric estimation techniques relevant for applied research in economics and finance and addresses the computational issues related to their implementation. Topics will be drawn from instrumental variables (IV-GMM) estimation and diagnostics; panel data estimators, including dynamic panel data techniques; reduced-form and structural vector autoregressions; ARFIMA (long memory) models;

general linear models; limited dependent variable techniques; structural equation modeling; propensity score matching; state-space and dynamic factor models; simulation and bootstrapping.

Christopher Baum

ECON8825 Topics in Econometric Theory (Spring: 3)

Prerequisite: ECON7770 and ECON7772 or equivalents

This is a course in asymptotic theory for econometric estimation and inference, with emphasis on nonlinear, cross section models. Topics include forms of convergence, consistency and limiting distribution theory, maximum likelihood, linear and nonlinear least squares, generalized method of moments, extremum estimators, nonparametric kernel estimators, and semiparametric estimators.

Karim Chalak

ECON8830 Topics in Developmental Economics (Fall: 3)

This course will study the micro-economic development literature, with an emphasis on empirical applications in the areas of health, education, fertility, gender, family, children, marriage, and intra-household allocation of resources.

S. Anukriti

ECON8853 Industrial Organization I (Spring: 3)

This course studies imperfect competition among firms, with an emphasis on empirical work. We learn how to implement empirical methods commonly used in Industrial Organization (IO), and how to read, and ultimately write, papers in empirical IO. Topics covered include demand estimation, auctions, price discrimination, bundling, asymmetric information and adverse selection, vertical control and contractual arrangements, and others as time allows. Each topic will be organized around recent empirical work. Throughout, we will consider the importance of identification in empirical studies.

Julie Mortimer

ECON8854 Industrial Organization II (Spring: 3)

This course covers a selection of industrial organization topics not already covered in ECON8853. A typical week covers theory on Tuesday with discussion of a relevant empirical paper on Thursday. Topics may include nonlinear pricing, price discrimination, search, switching costs, obfuscation, insurance markets, present bias, pass-through and consumer protection, collusion, and learning.

Michael Grubb

ECON8860 Advanced Macro: Computation, Estimation, and Applications (Spring: 3)

This course consists of two parts. The first part introduces tools for solving and estimating linearized, full-information, dynamic stochastic general equilibrium (DSGE) models. Students will develop tools in matlab to solve and estimate medium-scale DSGE models. Part two of the course explores alternatives to the linearized, full-information, rational expectations paradigm. Students will write a final paper incorporating at least one of these alternatives.

Ryan Chabroux

ECON8862 Monetary Economics II (Fall: 3)

This course considers various topics in monetary theory and policy with a particular emphasis on empirical applications. Included among the topics covered are money demand, the term structure of interest rates, asset pricing models, macroeconomic aspects of public finance, and models of unemployment and inflation.

Fabio Schiantarelli

ECON8870 Economic Development (Spring: 3)

Prerequisite: ECON7770 and ECON7772 or equivalents.

This course is an introduction to empirical development economics. Topics will focus on some constraint or missing market in developing countries such as credit and insurance; education, labor markets, and migration; health; and institutions. We will emphasize identification and model differentiation using IV, randomization, structural models, and non-parametric approaches.

Scott Fulford

ECON8871 Theory of International Trade (Spring: 3)

Emphasis on the structure of general equilibrium, welfare and commercial policy propositions, and the foundations of comparative advantage. The course also covers imperfect competition and uncertainty.

Ben Li

ECON8872 International Finance (Spring: 3)

The course provides an introduction to international finance, spanning from the classic puzzles to current research. It is designed for Ph.D. students in their second year or later, and provides an overview of theory and empirical tools for conducting research in this field. We study two overarching themes: First, exchange rate dynamics and second, international risk sharing and financial integration.

Georg Strasser

ECON8873 Empirical Methods in Macroeconomics and Finance (Spring: 3)

Prerequisite: Graduate level econometrics, time-series

We will study econometric models and methods that are useful to conduct substantive empirical research in macroeconomics and finance. We consider the estimation and evaluation of dynamic stochastic general equilibrium models, analysis of linear and nonlinear vector autoregressive models, time series models with regime switches and time-varying coefficients, as well as dynamic factor models. For the most part, we will focus on Bayesian methods of inference, with detailed discussions of suitable Markov-Chain-Monte-Carlo methods.

Dongho Song

ECON8874 International Macroeconomics (Spring: 3)

Corequisite: ECON8861 recommended

This course will focus on the construction of models for understanding the international business cycle and analysis of macroeconomic policy in open economies. The first part will focus on the transmission of macroeconomic shocks across countries, from the international real business cycle literature to models with nominal rigidity and financial imperfections. The second part will cover the recent literature on macroeconomic policy in open economies. The third portion of the course will return to model building and shock transmission and focus on the recent literature at the intersection between international trade and macroeconomic theory.

Fabio Ghironi

ECON8876 Topics in International Economic Policy (Spring: 3)

This course will cover trade policy and its political economy and a topics of current interest in trade and economic development.

Janet Anderson

ECON8879 Game Theory and Applications (Spring: 3)

Students should have a strong background in Mathematical tools used in economics, and should have taken an advance undergraduate course in Game Theory, and/or first year Graduate Micro sequence.

In this elective advanced Graduate Class, we will cover many topics and problems that fall under the category game theory with more emphasis on dynamic games and repeated games. Although we will study some topics of dynamic games with complete information, there will be a disproportionate weight on problems with asymmetric information, and problems in which there are elements related to learning. More specifically, we will study Repeated Games, Reputation Games, Bargaining, Experimentation and Information Aggregation.

Mehmet Ekmekeci

ECON8884 Theories of Distributive Justice (Spring: 3)

Prerequisite: ECON7740 and ECON7741

The course will deal with the allocation of goods and rights when markets cannot or should not be used. Topics covered will include measurement of utility, bargaining, utilitarianism, non-utilitarian social welfare functions, social and individual preferences for randomization, ex-ante and ex-post analysis of social welfare, equality, the trolley problem, and the creation of social groups. The course will cover both the formal literature as well as some of the relevant philosophical and legal literature.

Uzi Segal

ECON8888 Interim Study (Fall/Spring: 0)

Required for Master's candidates who have completed all course requirements but have not taken comprehensive examinations.

Richard Tresch

ECON9900 Third Year Thesis Workshop (Fall/Spring: 1)

Third-year students in the Ph.D. program must participate in the Thesis Workshop, which meets once each week during both fall and spring terms. Third-year students are required to present a thesis proposal during the spring term.

Susanto Basu

Utku Unver

ECON9901 Fourth Year Thesis Workshop (Fall/Spring: 2)

Fourth-year students in the Ph.D. program must participate in the Thesis Workshop, which meets once each week during both fall and spring terms. Fourth-year students are required to lead a seminar discussion of some aspect of their Ph.D. dissertation during each term.

Susanto Basu

Utku Unver

ECON9998 Doctoral Comprehensives (Fall/Spring: 1)

Required for Doctoral students who have completed all course requirements and are preparing for comprehensive examinations.

Richard Tresch

ECON9999 Doctoral Continuation (Fall/Spring: 1)

All students who have been admitted to candidacy for the Ph.D. degree are required to register for doctoral continuation during each semester of their candidacy, whether or not they remain in residence. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

Richard Tresch

English

Faculty

Rosemarie Bodenheimer, *Professor Emerita*; A.B., Radcliffe College;

Ed.M., Harvard University; Ph.D., Boston College

Leonard R. Casper, *Professor Emeritus*; A.B., A.M., Ph.D., University of Wisconsin

Paul Mariani, *University Professor Emeritus of English*; B.A.,

Manhattan College; M.A., Colgate; Ph.D., CUNY

Kristin Morrison, *Professor Emerita*; A.B., Immaculate Heart College;

A.M., St. Louis University; Ph.D., Harvard University

Richard Schrader, *Professor Emeritus*; A.B., Notre Dame University;

A.M., Ph.D., Ohio State University

E. Dennis Taylor, *Professor Emeritus*; A.B., College of the Holy

Cross; A.M., Ph.D., Yale University

Judith Wilt, *Newton College Alumnae Professor Emerita*; A.B.,

Duquesne University; Ph.D., Indiana University

Paul C. Doherty, *Associate Professor Emeritus*; A.B., College of the

Holy Cross; A.M., Boston University; Ph.D., University of Missouri

Joseph A. Longo, *Associate Professor Emeritus*; B.S., M.Ed., A.M.,

Ph.D., Rutgers University

John F. McCarthy, *Associate Professor Emeritus*; A.B., Harvard

University; A.M., Ph.D., Yale University

Andrew J. Von Hendy, *Associate Professor Emeritus*; A.B., Niagara

University; A.M., Ph.D., Cornell University

Amey Bocksy, *Professor; Chairperson of the Department*; B.A., Harvard

College; M.Phil., University of Oxford; Ph.D., Harvard University

Mary Thomas Crane, *Thomas F. Rattigan Professor*; A.B., Harvard

College; A.M., Ph.D., Harvard University

Elizabeth Graver, *Professor*; B.A., Wesleyan University; M.F.A.,

Washington University

Dayton W. Haskin, *Professor*; A.B., University of Detroit; A.M.,

Northwestern University; B.D., University of London; Ph.D., Yale

University

Elizabeth Kowaleski Wallace, *Professor*; B.A., Trinity College; M.A.,

M.Phil., Ph.D., Columbia University

Paul Lewis, *Professor*; A.B., City College of New York; A.M.,

University of Manitoba; Ph.D., University of New Hampshire

Robin R. Lydenberg, *Professor*; A.B., Barnard College; A.M., Ph.D.,

Cornell University

Suzanne M. Matson, *Professor*; B.A., Portland State University; M.A.,

Ph.D., University of Washington

Kevin Ohl, *Professor*; B.A., Williams College; M.A., Ph.D., Cornell

University

Philip T. O'Leary, *Professor*; A.B., College of the Holy Cross; Ph.D.,

Harvard University

Frances L. Restuccia, *Professor*; B.A., M.A., Occidental College;

Ph.D., University of California at Berkeley

Alan Richardson, *Professor*; A.B., Princeton University; A.M., Ph.D.,

Harvard University

Carlo Rotella, *Professor*; B.A., Wesleyan University; M.A., Ph.D.,

Yale University

Kalpna Seshadri, *Professor*; B.A., St. Francis College; M.A., M.Phil.,

University of Hyderabad; Ph.D., Tufts University

Maxim D. Shrayev, *Professor*; B.A., Brown University; M.A., Rutgers

University; M.A., M.Phil., Ph.D., Yale University

Andrew Sofer, *Professor*; B.A., University of Jerusalem, Israel; M.F.A., Boston University of Theater Arts; M.A., Ph.D., University of Michigan, Ann Arbor

Min Song, *Professor*; A.B., University of Michigan at Ann Arbor; Ph.D., Tufts University

Laura Tanner, *Professor*; B.A., Colgate University; Ph.D., University of Pennsylvania

Christopher P. Wilson, *Professor*; A.B., Princeton University; Ph.D., Yale University

Angela Ards, *Associate Professor*; B.A., University of North Carolina, Chapel Hill; M.A., University of California at Los Angeles; Ph.D., Princeton University

Caroline Bicks, *Associate Professor*; A.B., Harvard University; Ph.D., Stanford University

Rhonda Frederick, *Associate Professor*; B.A., M.A., Ph.D., University of Pennsylvania

Marjorie Howes, *Associate Professor*; B.A., University of Michigan; Ph.D., Princeton University

Christina Klein, *Associate Professor*; B.A., Wesleyan University; Ph.D., Yale University

Paula Mathieu, *Associate Professor*; B.S., University of Illinois at Urbana-Champaign; M.S., Ph.D., University of Illinois at Chicago
Maia McAlavey, *Associate Professor*; B.A., Stanford University; A.M., Ph.D., Harvard University

James Najarian, *Associate Professor*; B.A., M.A., M.Phil., Ph.D., Yale University

James Smith, *Associate Professor*; B.A., M.A., University College, Dublin; M.A., Clark University; Ph.D., Boston College

Robert Stanton, *Associate Professor*; B.A., M.A., Ph.D., University of Toronto

Laurence Tobin, *Associate Professor*; B.A., Earlham College; M.A., University of Chicago; Ph.D., University of New Hampshire

Aeron Hunt, *Assistant Professor*; B.A., University of Toronto; M.A., Ph.D., University of Chicago

Robert Lehman, *Assistant Professor*; B.A., Oberlin College; M.A., University of Florida; M.A., Ph.D., Cornell University

Adam Lewis, *Assistant Professor*; B.A., University of Minnesota; M.A., Ph.D., University of California San Diego

Rebekah Mitsein, *Assistant Professor*; B.A., St. Cloud State University; M.A., Duquesne University; Ph.D., Purdue University

Eric Weiskott, *Assistant Professor*; B.A., Wesleyan University; M.A., M.Phil., Ph.D., Yale University

Allison Adair, *Associate Professor of the Practice of English*; B.A., Brown University; M.F.A., University of Iowa

Trescane Ainsworth, *Associate Professor of the Practice of English; Assistant to the Chair*; B.A., M.A., Boston College

John Anderson, *Associate Professor of the Practice of English*; B.S., University of Colorado; M.A., Ph.D., Boston College

Christopher Boucher, *Associate Professor of the Practice of English*; B.A., Brandeis University; M.F.A., Syracuse University

Eileen Donovan-Kranz, *Associate Professor of the Practice of English*; B.A., Boston College; M.A., Northeastern University; M.F.A., University of Massachusetts, Amherst

Lori Harrison-Kahan, *Associate Professor of the Practice of English*; A.B., Princeton University; M.A., M.Phil., Ph.D., Columbia University

Thomas Kaplan-Maxfield, *Associate Professor of the Practice of English*; B.A., M.A., University of Massachusetts, Boston; Ph.D., Boston College

Joseph Nugent, *Associate Professor of the Practice of English*; B.A., Ph.D., University of California, Berkeley

George O'Har, *Associate Professor of the Practice of English*; B.A., University of Massachusetts; M.A., Boston College; Ph.D., Massachusetts Institute of Technology

Susan Roberts, *Associate Professor of the Practice of English*; B.A., St. Michael's College; M.A., Boston College

Bonnie K. Rudner, *Associate Professor of the Practice of English*; B.A., Rutgers University; M.A., Boston College

Contacts

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- Administrative Assistant: Tracy Downing, 617-552-3708, downingt@bc.edu
- www.bc.edu/english

Graduate Program Description

Master of Arts Program

The Master of Arts in English degree is intended for students who wish to extend and consolidate their knowledge of the field before moving on to work at the Ph.D. level, and for students oriented toward careers in secondary education, publishing, or related fields who desire a challenging, rigorous, and up-to-date academic program. Candidates pursuing the M.A. degree will be expected to complete courses granting at least 30 hours of graduate credit. Three of these course credits must be in a theory course (ordinarily thought of as a course primarily concerned with the study of texts in literary and/or cultural theory) from among the Department's regular offerings, and three must be in the Introduction to Advanced Research course (or its equivalent). Students may devote up to six of the required 30 credits to independent work under the supervision of Department faculty, resulting in one or more longer papers. Students wishing to pursue this option should consult with the Program Director early in their graduate careers.

Students must also pass two examinations—a language and a comprehensive examination. The comprehensive exam requires students to demonstrate knowledge about literary periodization and to use close-reading skills. It is three hours in length, is offered in December and May, and must be taken no later than the fall semester of the second year of study.

The language exam is offered at the same time as the comprehensive examination, and may be taken at any point in the student's program. A wide range of languages will be accommodated for this requirement, and it may be waived if (1) the candidate supplies an undergraduate transcript showing two courses beyond beginning level in a foreign language with grades of B or above (taken within three years of entering the M.A. program), or (2) the candidate successfully completes a 12-week intensive language course administered by the Graduate School of the Morrissey College of Arts and Sciences at Boston College, or its equivalent.

Master of Arts Concentration in Irish Literature and Culture

The Master of Arts in Irish Literature and Culture degree offers English Department candidates the opportunity to design an interdisciplinary course of study drawing from a wide range of fields, including literature, Irish language, history, women's studies, American studies, fine arts, music and cultural studies. Candidates seeking the degree must fulfill the course requirements of 30 credits within two years. At least 12 of these must be in Irish literature courses in the English Department, an

additional three in an Irish Studies course offered by another University department, and at least six in Irish Language. Remaining credits are taken as electives. To complete the degree candidates must pass an oral examination focusing on a specific period, genre or theme they have chosen in consultation with members of the Irish Studies faculty. Students interested in pursuing the concentration in Irish Literature and Culture should register with Marjorie Howes at the beginning of their second year.

English faculty offering graduate courses in Irish Studies include Professors Marjorie Howes, Joseph Nugent, Philip O'Leary, and James Smith. In addition, the distinguished visiting scholar holding the Burns Library Chair in Irish Studies will teach graduate courses in the program. For further information about the Irish Studies Program, please see the website at www.bc.edu/irish.

Master of Arts in Teaching

The Master of Arts in Teaching (M.A.T.) degree is administered through the Lynch School of Education in cooperation with the Department of English. It requires admission to both the Lynch School of Education and to the Department of English. Course requirements vary depending upon the candidate's prior teaching experience; however, all master's programs leading to certification in secondary education include practical experiences in addition to course work. Students seeking certification in Massachusetts are required to pass the Massachusetts Educators Certification Test. For further information on the M.A.T., please refer to Master's Programs in Secondary Teaching in the Lynch School of Education section of the University Catalog or call the Office of Graduate Admissions, LSOE, at 617-552-4214.

Graduate Assistantships and Teaching Fellowships

Students in the first year of the M.A. program are eligible to receive financial aid in the form of tuition remission. Second year students are eligible for Teaching Fellowships, conferring a stipend and partial remission of tuition.

Program in Linguistics

In the Department of Slavic and Eastern Languages and Literatures, the Program in Linguistics offers courses for graduate students in English who want to study English from a linguistic perspective or to examine the nature of language generally.

Doctor of Philosophy Program

Normally, no more than four students will be admitted to the doctoral program each year (one additional student is sometimes admitted on an Irish Studies fellowship, and there is additional support for diversity candidates and other exceptional students). The small number of students makes possible a flexible program, individually shaped to suit the interests and needs of each student.

All students accepted into the program receive stipends and tuition remission. Fellowships are renewed for five years as long as the student is making satisfactory progress toward completion of requirements for the degree.

Course Requirements

Four doctoral seminars are to be taken in consecutive semesters over the first two years of the program. The remainder of the student's program may include other graduate courses in the English Department or related disciplines, small reading groups, or individual tutorials shaped around the candidate's preparation for examinations. Ideally, students will have taken four to six courses in addition to the doctoral seminars by the end of the second year. A student-initiated pedagogy colloquium accompanies student teaching, and an advanced professionalization colloquium is taken in the third or fourth year.

Language Requirement

Students must demonstrate an ability to read two foreign languages or a working knowledge and application of one foreign language and its literature. The first alternative requires successful performance on two translation examinations in which a short text must be translated adequately (with use of a dictionary) in two hours. The second involves submitting a paper in which knowledge of the foreign language is used to work out a literary question, or translating a substantial critical or literary text currently unavailable in English. Commonly, enrollment in language courses or in graduate electives on translation, accompany the completion of the assignment.

Examinations

Each student will direct a course of study toward completion of three examinations—a minor field exam by the end of the second year, a major field exam, and a dissertation field exam.

The minor field examination normally runs one and one-half hours and may focus on an author, historical period, theoretical field, or genre. The major field examination is broader in scope and consists of a two-hour oral examination usually on a period or genre. The dissertation field exam, two and one-half hours long, explores a topical area in which the dissertation is likely to take place. All examinations are graded according to the university scale for graduate examinations.

Prospectus, Dissertation, and Defense

After completing the dissertation field exam, the student writes a prospectus in consultation with his or her dissertation director describing the dissertation topic and including a working bibliography. This prospectus will then be submitted to two additional faculty members who will also approve it. All dissertation committees will have at least three faculty readers (under special circumstances, a faculty member from outside BC may sit on the committee). Submission of the dissertation will be followed by an oral defense. Students are responsible for acquainting themselves with all university requirements, fees, and deadlines pertinent to dissertation submission and graduation. This information can be obtained from the English Department office or from the Graduate School of Arts and Sciences Dean's office.

Teaching

As part of their program, Ph.D. students engage in a carefully organized sequence of teaching experiences. In the second year, students spend one semester assisting in a course taught by a faculty member. In the third and fourth years, students teach four independently taught courses—at least one semester of First-Year Writing Seminar, a self-designed elective in the student's own field, and two more courses selected to provide the best range of teaching experience for each individual student. Faculty mentoring is a part of every phase of this program.

Graduate Colloquium

A student committee composed of M.A. and Ph.D. candidates organizes and schedules graduate colloquia, at which faculty members, outside speakers, or students lead discussions on literary topics. In alternate years, the spring colloquium will be a full-day graduate conference. All graduate students and faculty are strongly encouraged to attend.

Good Standing

Candidates for the degree are expected to remain in good standing in accordance with department guidelines set out for the timely completion of the degree. Continued financial support and participation in the program depends on maintaining good standing.

Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the web at www.bc.edu/courses.

ENGL7002 Gaslight to Noir: Writing Crime and Corruption (Spring: 3)

This course centers on American discourses of crime and corruption, starting with the mid-nineteenth century and extending through the early 1940s. Along with contemporary literary and cultural criticism on crime and corruption, course readings will include classic American fiction (for instance, novels by the likes of W.D. Howells, Henry Adams, Julian Hawthorne, Maria Amparo Ruiz de Burton, Mark Twain or F. Scott Fitzgerald); texts by historians (e.g., on prisons, railroads organized crime, and street crime); some social and political theory (on muckraking, corruption, on crime and policing); some journalism; and some noir fiction (e.g., by writers such as Jim Thompson, James M. Cain, Raymond Chandler). One short (4–5) essay evaluating a critical article; an ungraded in-class PowerPoint presentation; and a 10–12 page conference paper due at the end of the semester.

Christopher Wilson

ENGL7003 Game of Thrones: Medieval English Political Poetry (Spring: 3)

Before House Stark and House Lannister came the House of York and the House of Lancaster. The fourteenth, fifteenth, and sixteenth centuries in England witnessed a series of social and political upheavals, from the Black Death to the Wars of the Roses and the Reformation. English political poetry responds to and intervenes in these events. Political writing influenced the decisions of kings, shaped public perception of national politics, and landed people in prison (or worse). This course makes a survey of the genre, 1350–1650, with special focus on William Langland's *Piers Plowman*. We will read canonical authors such as Chaucer and Langland alongside little-known texts from print and manuscript archives. Topics will include periodization, multilingualism, the relationship between literature and politics, and the histories of poetic forms. No prior knowledge of Middle English required.

Eric Weiskott

**ENGL7004 Literary and Cultural Theory (Spring: 3)
Fulfills the Theory Requirement**

This course introduces students to the concepts and practices of contemporary cultural and literary theory. Surveying various developments of the field during the last four decades, we will study: Marxist, psychoanalytic, feminist, new historical, structuralist, poststructuralist, and post-colonial approaches to literature and culture. Though our primary focus will be theoretical essays and books, students will also have the opportunity to apply the theories to literary and cultural texts. Possible theorists include: Marx, Althusser, Freud, Lacan, Lévi-Strauss, Derrida, Foucault, Chakrabarty, and Taussig. The course requires a series of short essays.

Elizabeth Wallace

ENGL7005 The Skull and the Mirror: Theatre, Philosophy, Language (Fall: 3)

This course explores how theatre translates philosophical questions and predicaments into the language of the stage. Rather than tracing a chronological history, we will look at several key intersections drawn mainly from Shakespeare and modern/contemporary theatre. Our pairings (or triads) may include Plato-as-philosopher and Plato-as-dramatist; Nietzsche and Ibsen; Shakespeare and Ordinary Language Philosophy; Edward Albee and Speech-Act Theory; Beckett, Adorno,

and Rancière; Neil LaBute and aesthetic theory; Tom Stoppard and epistemology; Michael Frayn and quantum uncertainty; Caryl Churchill and ethics. This class does not presume any previous background in either western philosophy or drama. All are welcome.

Andrew Seifer

ENGL7006 Global Economy, Ecology, and the Contemporary Novel (Fall: 3)

In our current global situation the economy and the market dominate the political sphere and direct the intimacies of social life, while fundamentally transforming the planetary environment. We shall approach this situation by (1) tracing its genealogy in the industrial revolution through nineteenth century literature; (2) engaging with economic theorists to grasp the contours of economic logics; and (3) studying the impact of the global economy on the environment through world literature. The aim of this course is to draw a wide arc that will connect the economy to the environment and to the proliferation of civil conflict and inequality.

Kalpana Seshadri

ENGL7007 The Abbey Theatre (Spring: 3)

Dublin's Abbey Theatre has, since the days of Yeats, been the premier showcase for new plays in Irish. Using a wide range of plays, this course will look at the history and development of the Abbey from its origins at the turn of the twentieth century to the present, with particular emphasis on the some of the controversies that have accompanied its productions, and on the theatre's continuing relevance in the cultural life of Ireland.

Philip O'Leary

ENGL7008 Postwar Hollywood: Film Analysis (Spring: 3)

This seminar focuses on Hollywood cinema of the 1940s-1960s. The first part of the course offers an introduction to the formal analysis of film, in which students develop the skills of close reading cinematic texts. The second part focuses on cultural historical readings of individual films (*The Manchurian Candidate*), directors (Orson Welles), genres (melodrama), and styles (film noir).

Tina Klein

**ENGL7009 Contemporary Theorists (Fall: 3)
Fulfills the Theory Requirement**

This course is an in-depth introduction to key figures and movements in Contemporary Theory, with an emphasis on live theorists working today. We will read essays (mainly from *The Norton Anthology of Theory and Criticism*) and books by theorists such as Freud, Lacan, Kristeva, and Žižek (psychoanalysis); Derrida (deconstruction); Foucault (cultural theory); Benjamin (Marxist theory); Deleuze; Said (post-colonial theory); Butler (feminism) and Mulvey (feminist film theory); along with Badiou, Nancy, Rancière, and Agamben. You do not need to have studied Theory prior to taking this course.

Frances Restuccia

ENGL7012 Reading in Victorian Culture (Fall: 3)

Victorian literature was created for newly literate masses amid an explosion of print. In this course, we will read poetry as it first appeared in magazines, consider the emergence of detective fiction, and practice reading aloud. We will read major Victorian novels serially and "side-ways," by examining articles, advertisements, and illustrations alongside the original published parts of our texts (including Wilkie Collins's *The Woman in White*, Anthony Trollope's *Framley Parsonage*, Charles

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Dickens's *Our Mutual Friend*, and Charlotte Yonge's *The Clever Woman of the Family*). Critical and theoretical frameworks will include reader response and reception theory, literary sociology, and book history.
Maia McAlavey

ENGL7700 English Language Training for Graduate Level

Students: Focus on Speech (Fall: 0)

Department permission is required.

Designed for students whose first language is not English, this course will emphasize the oral/aural language skills required for success in graduate work. It will provide students the opportunity to hone their speaking and listening skills through group discussions, presentations, and targeted practice in pronunciation, stress, and intonation through the reading of poetry and tongue twisters. The course may be particularly beneficial to those with teaching responsibilities at BC. Non-credit and offered free of charge by GSAs to its students during the fall semester. Students who enroll in the course are expected to attend all classes throughout the semester.

Lynne Anderson

ENGL7701 English Language Training for Graduate Level

Students: Focus on Writing (Spring: 0)

Department permission is required. Non-credit, offered free of charge by GSAs to its students during the spring. Department permission required. Students who enroll in the course are expected to attend all classes and complete short writing assignments weekly.

Designed for those whose first language is not English, this course offers students practice writing in a range of academic modes including reflection, summary, analysis, and critique. Early in the semester, students will explore the composition process from brainstorming to drafting to revision to editing. Grammar is taught in the context of student writing. Several classes will be devoted to e-mail, reference letter, and proposal writing.

Lynne Anderson

ENGL7724 Sociability and the Social in Victorian Culture

(Spring: 3)

This course investigates how the literature and culture of Victorian Britain imagined different modes of sociability, and new models of subjectivity and connection, during a period of rapid social transformation. Topics may include the emergence of market society, the place of affect, and social discourses such as family and friendship. We will read a selection of Victorian social novels, along with poetry and nonfiction prose. Students will write short response papers and one longer paper.

Aeron Hunt

ENGL7732 Contemporary Irish Fiction (Fall: 3)

Concentrating of contemporary Irish fiction, this seminar examines the confluence of stories representing Irish society since the mid-1980s. We will discuss significant cultural shifts and attempt answers to ongoing cultural questions. These include issues of national identity in an era of globalization, the relationship between tradition and innovation in Celtic Tiger Ireland, and the challenges and contradictions posed by the Northern Ireland Peace Process, as well as issues of gender, sexuality, and ethnicity in the new Ireland. Novelists include Roddy Doyle, Colm Toibin, Patrick McCabe, Emma Donoghue, Mary Morrissy, Anne Enright, Eoin McNamee, Eilis N Dhuibhne, and Deirdre Madden.

James Smith

ENGL7735 The London Vortex, 1908–1922 (Fall: 3)

Ezra Pound arrived in London in August 1908 determined to absorb the entire tradition of European poetry and to use it to generate something wholly new. In October 1922, T. S. Eliot published in the

first issue of *The Criterion* his masterpiece, *The Waste Land*, a poem that Pound called "the justification of the 'movement,' of our modern experiment..." In this class we will focus on the literature, criticism, and visual art produced as part of the "modern experiment" in which Pound saw himself and Eliot participating between 1908 and 1922. Writers and painters to be studied may include H. D., Eliot, Epstein, Fry, Ford, Gaudier-Brzeska, Hulme, Lewis, Marsden, Pound, Woolf, and others.

Robert Lehman

ENGL7749 Poetics (Spring: 3)

This course traces the development of poetics from the mid-twentieth century to recent attempts at revival. We'll read Aristotle's *Poetics* as a "pre-text," followed by key essays in Russian and Prague school poetics, responses by the Bakhtin group, and examples of the transition from Slavic to French structuralist poetics. We then review the poststructuralist critique of structuralist poetics before considering the return of poetics in cognitive poetics and the New Formalism. Although the readings could be described as "theory," most of them are concerned with questions of literary methodology, often illustrating their claims in relation to specific poetic texts.

Alan Richardson

ENGL7753 Reading Jacques Derrida (Spring: 3)

Cross listed with FREN7750 and PHIL7753

Open to undergraduates with permission of instructor

This course will examine some of the fundamental ways that the work of Jacques Derrida has contributed to altering the context in which the humanities can be understood and studied within the modern university. It will take examples from Derrida's repeated interventions in such disciplines as literature, philosophy, theology, and history. By situating Derrida's work at the margins where accepted demarcations between the disciplines begin to blur, the course will suggest new possibilities for conducting interdisciplinary work in the future.

Kevin Newmark

ENGL7762 Fourth Genre: Contemporary American Literary

Nonfiction (Spring: 3)

The "fourth genre" refers to works of nonfiction that contain literary features more commonly associated with fiction, poetry, and drama. We will examine a few pioneers of the form, including Woolf, Thoreau, and Freud, but our study will focus primarily on subgenres of contemporary American creative nonfiction, including immersion journalism; autobiography; graphic memoir; and literary and lyric essay. Readings will include work by creative nonfiction by writers such as Wolfe, Didion, Talese, Dillard, Kincaid, Bechdel, and Slater. Writing assignments will include both academic and creative essays.

Lad Tobin

ENGL7772 Sixteenth Century British Writers (Spring: 3)

In this course we will discuss a selection of the most important works written in England during the sixteenth century with special reference to their literary and cultural contexts. Works will include More's *Utopia*, poems by Wyatt, Sidney, and Shakespeare, poems and speeches by Queen Elizabeth I, plays by Marlowe and Shakespeare, book I of Spenser's *Faerie Queene*, as well as relevant critical articles. Requirements will include a short paper, and a longer (18–20-page) paper.

Mary Crane

ENGL7775 Seminar: Nabokov (Fall: 3)

Cross listed with SLAV5163

All readings are in English. Instructor's permission required for undergraduates.

The bilingual and bicultural achievement of Vladimir Nabokov. A polemical examination of Nabokov's writings, with particular attention to connections among his aesthetics, ethics, and metaphysics and to issues of gender, sexuality, authorship, and exile. Readings include selected Russian and English novels and short stories, as well as poetic, autobiographic, and discursive works.

*Maxim D. Shrayar***ENGL7780 Readings in Theory (Spring: 3)**

Cross listed with PHIL7780 and FREN7780

Conducted in English. Open to undergraduates with permission of instructor only. Fulfills a Ph.D. requirement in Romance Languages and Literatures

This course is organized as an introduction to the reading of literary theory for graduate students in various disciplines. Its aim is to develop an awareness of and sensitivity to the specific means and consequences of interpreting literary and extra-literary language today. The course allows students to acquire a basic familiarity with some of the most formative linguistic, philosophical, and anthropological antecedents underpinning any attempt to understand and account for the special status reserved for rhetorical language in literature or beyond it. Readings from Saussure, Levi-Strauss, Jakobson, Barthes, Lacan, Ricoeur, Geertz, Austin, Derrida, and de Man, among others.

*Kevin Neumark***ENGL8001 The Global Eighteenth Century (Spring: 3)**

Eighteenth-century British literature has a reputation for being obsessively nationalistic, defining a British Self against all foreign Others, but the eighteenth century was also a time of contact and exchange among all corners of the globe. In this class, we will examine how British writers engaged questions of globalism and transnationalism during an era when the cultural understand of both "Britain" and "the world" were changing. The secondary material for this class will come from a variety of critical perspectives, including postcolonial and global theory, ecocriticism, geocriticism, and posthumanism/new materialism. We will discuss the different theoretical and political stakes these approaches bring to how we conceptualize the global.

*Rebekah Mitsein***ENGL8802 Joyce's *Ulysses* (Spring: 3)**

This course will be dedicated to an extended exploration of James Joyce's *Ulysses*, a novel that has often been called the most important literary work of the twentieth century. Most of our time will be devoted to an intensive reading of the novel itself, but we will also read selected critical and historical materials. No prior knowledge of Joyce's works is required, just a willingness to tackle the challenges offered by his most influential masterpiece.

*Marjorie Hoves***ENGL8825 Composition Theory and the Teaching of Writing (Spring: 3)**

Department Permission required

This course is designed to prepare graduate students to teach first-year college writing courses; to introduce students to central issues, problems and theories in composition studies; and to examine ways in which contemporary critical theories (including feminism,

psychoanalysis, cultural studies, and critical pedagogy) have influenced the teaching and study of composition. Requirements will include a theoretically-informed analysis of a student essay; a piece of creative nonfiction and an accompanying description of the process used to produce it; an annotated syllabus for a first-year college course; and a week of student teaching in a First Year Writing classroom.

*Paula Mathieu***ENGL8887 Introduction to Advanced Research (Fall/Spring: 3)**

This course will acquaint you with the essential resources to carry out the central tasks of literary scholarship. Bibliography (broadly defined as the investigation of the production, dissemination, collection, location, and identification of literary artifacts) is indispensable to scholarship and criticism of all kinds, just as a critical sensibility guides our choice of what books to look for. You will be guided through the reference works and databases available in the Boston College library and others, discuss the goals, purposes, and future of the field of literary studies, and produce an original project based on archival sources.

*James Najarian**Robert Stanton***ENGL8888 Interim Study (Fall/Spring: 0)**

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis.

*The Department***ENGL8899 Readings and Research (Fall/Spring: 3)***The Department***ENGL9001 Ph.D. Seminar: Desire in the Novel (Fall: 3)**

Degree restricted

Desire, for this course on the history of the novel, will lead to formal questions: the construction of plot, the creation of character and calibration of sympathy, the genre's complex modalities of narration and perspective. Does the tradition offer a progressive elaboration of techniques for representing psychology or interiority? What possibilities does its mapping of social relations adumbrate for how such relations might change? Developing a critical vocabulary for the careful reading of fiction, and focusing especially on free indirect style (represented thought), we will move between a series of eighteenth to twentieth-century novels and theoretical accounts of the genre.

*Kevin Ohi***ENGL9002 Ph.D. Seminar: Transnational Literary Studies (Spring: 3)**

In this seminar we will consider recent theories and methods that have productively complicated national paradigms that often define the field of literary studies. Taking a selection of nineteenth-century American novels as case studies, we will read major works in transatlantic and Afro-diasporic studies, border and hemispheric studies, and world-systems analysis, among others. Throughout, we will examine how national cultures and national literatures take shape and transform within larger networks of global interaction and exchange.

*Adam Lewis***ENGL9934 Advanced Research Colloquium (Spring: 3)**

This seminar for Ph.D. students in their third or fourth years will be run as a series of workshops structured to provide practical advice about how best to facilitate the successful transition from graduate

student life to a professional life in academia. Topics will include the Conference Paper, the Scholarly Article, the Dissertation, Teaching and the Academic Job Market.

Aeron Hunt

ENGL9998 Doctoral Comprehensive (Spring: 1)

For students who have not yet passed the Doctoral Comprehensive, but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive.

The Department

ENGL9999 Doctoral Continuation (Fall/Spring: 1)

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

The Department

History

Faculty

Roberta Manning, *Professor Emeritus*; B.A., Rice University; M.A., Ph.D., Columbia University

David A. Northrup, *Professor Emeritus*; B.S., M.A., Fordham University; M.A., Ph.D., University of California, Los Angeles

Alan Reinerman, *Professor Emeritus*; B.A., A.M., Xavier University; Ph.D., Loyola University of Chicago

Peter H. Weiler, *Professor Emeritus*; A.B., Stanford University; A.M., Ph.D., Harvard University

Silas H.L. Wu, *Professor Emeritus*; A.B., National Taiwan University; A.B., University of California at Berkeley; A.M., Yale University; Ph.D., Columbia University

Paul Breines, *Associate Professor Emeritus*; A.B., A.M., Ph.D., University of Wisconsin

Ellen G. Friedman, *Associate Professor Emeritus*; B.A., New York University; Ph.D., C.U.N.Y. Graduate School

Mark I. Gelfand, *Associate Professor Emeritus*; A.B., City College of New York; A.M., Harvard University; Ph.D., Columbia University

Alan Lawson, *Associate Professor Emeritus*; A.B., Brown University; A.M., University of Wisconsin; Ph.D., University of Michigan

Deborah Levenson, *Associate Professor Emeritus*; B.A., M.A., University of Massachusetts, Boston; Ph.D., New York University

John H. Rosser, *Associate Professor Emeritus*; A.B., University of Maryland; A.M., Ph.D., Rutgers University

Paul G. Spagnoli, *Associate Professor Emeritus*; A.B., Holy Cross; A.M., Ph.D., Harvard University

Frank Fonda Taylor, *Associate Professor Emeritus*; B.A., M.A., University of West Indies; Ph.D., University of Geneva

James E. Cronin, *Professor*; B.A., Boston College; M.A., Northeastern University; Ph.D., Brandeis University

Robin Fleming, *Professor*; B.A., M.A., Ph.D., University of California at Santa Barbara

Thomas Hachey, *University Professor*; Ph.D., St. John's University

Seth Jacobs, *Professor*; B.A., Yale University; M.D.A., DePaul University; M.A., University of Chicago; Ph.D., Northwestern University

Marilynn S. Johnson, *Professor*; B.A., Stanford University; M.A., Ph.D., New York University

Kevin Kenny, *Professor*; M.A., University of Edinburgh; M.A., M.Phil., Ph.D., Columbia University

Patrick Maney, *Professor*; B.S., Wisconsin State University; Ph.D., University of Maryland

James O'Toole, *Clough Millennium Professor*; A.B., Boston College; A.M., William and Mary College; M.S., Simmons College; Ph.D., Boston College

Prasannan Parthasarathi, *Professor*; B.A., Williams College; M.A., Boston University; Ph.D., Harvard University

David Quigley, *Professor and Provost and Dean of Faculties*; B.A., Amherst College; M.A., Ph.D., New York University

Heather Cox Richardson, *Professor*; B.A., Harvard-Radcliffe; M.A., Ph.D., Harvard University

Alan Rogers, *Professor*; A.B., M.A., Ph.D., University of California, Santa Barbara

Sarah Ross, *Professor*; *Chairperson of the Department*; B.A., Bowdoin College; M.A., Ph.D., Northwestern University

Conevery Valencius, *Professor*; B.A., Stanford University; Ph.D., Harvard University

Julian Bourg, *Associate Professor*; A.B., Brown University; M.A., Graduate Theological Union & The Jesuit School of Theology at Berkeley; Ph.D., University of California, Berkeley

Benjamin Braude, *Associate Professor*; A.B., A.M., Ph.D., Harvard University

Charles R. Gallagher, S.J., *Associate Professor*; S.T.B., Katholieke Universiteit Leuven; B.D., Heythrop College, University of London; M.A., Binghamton University; Ph.D., Marquette University

Priya Lal, *Associate Professor*; B.A., Columbia University; Ph.D., New York University

William P. Leahy, S.J., *Associate Professor and University President*; B.A., M.A., St. Louis University; M. Div., S.T.M., Jesuit School of Theology; Ph.D., Stanford University

Cynthia Lyster, *Associate Professor*; B.A., University of North Carolina at Chapel Hill; Ph.D., Rice University

Robert A. Maryks, *Associate Professor*; M.A., University of Warsaw; S.T.B., Pontificia Facoltà Teologica; Ph.D., Fordham University

Ariana Oh, *Associate Professor*; B.A., Yale University; M.A., Ph.D., University of Chicago

Kevin O'Neill, *Associate Professor*; A.B., Marquette University; A.M., Loyola University of Chicago; Ph.D., Brown University

Devin Pendas, *Associate Professor*; B.A., Carleton College; M.A., Ph.D., University of Chicago

Virginia Reinburg, *Associate Professor*; A.B., Georgetown University; M.A., Ph.D., Princeton University

Dana Sajdi, *Associate Professor*; B.A., American University of Cairo; M.A., Ph.D., Columbia University

Sylvia Sellers-Garcia, *Associate Professor*; B.A., Brown University; M.Phil., St. Antony's College, Oxford; Ph.D., University of California, Berkeley

Franziska Seraphim, *Associate Professor*; A.B., University of California at Berkeley; M.A., M.Phil., Ph.D., Columbia University

Owen Stanwood, *Associate Professor*; B.A., Grinnell College; M.A., Ph.D., Northwestern University

Martin Summers, *Associate Professor*; B.A., Hampton University; Ph.D., Rutgers University

Ling Zhang, *Associate Professor*; B.A., Peking University; M. Phil., Ph.D., University of Cambridge

Thomas W. Dodman, *Assistant Professor*; B.A., M.A., University College London; Ph.D., University of Chicago

Nicole Eaton, *Assistant Professor*; B.A., University of Indianapolis; M.A., Ph.D., University of California, Berkeley
 Penclope Ismay, *Assistant Professor*; B.S., U.S. Naval Academy; M.S., Joint Military Intelligence College; M.A., St. John's College; M.A., Ph.D., University of California, Berkeley
 Zachary Matus, *Assistant Professor*; B.A., Johns Hopkins University; M.T.S., Harvard Divinity School; Ph.D., Harvard University
 Yajun Mo, *Assistant Professor*; B.A., Fudan University; M.A., The Chinese University of Hong Kong; M.A., Ph.D., University of California, Santa Cruz
 Robert Savage, *Associate Professor of the Practice*; B.A., Boston College; M.A., University College Dublin; Ph.D., Boston College
 Karen Miller, *Assistant Professor of the Practice*; B.A., M.A., University of California, San Diego; Ph.D., University of California, Santa Barbara

Contacts

- Department Administrator: Colleen O'Reilly, Stokes Hall, S301-A, 617-552-3802, colleen.o'reilly@bc.edu
- Graduate Program Assistant: Rebecca Rea, Stokes Hall, S301-B, 617-552-3781, rebecca.rea.1@bc.edu
- www.bc.edu/history

Graduate Program Description

Boston College's History Department attracts talented graduate students from around the nation and around the world. We offer M.A. and Ph.D. degrees with training in a number of regional and thematic specialties. For the master's degree in teaching (M.A.T.) program administered by the Lynch School of Education see M.A. Programs on the next page.

Doctor of Philosophy in History

The Ph.D. degree is offered with concentrations in United States, medieval, early modern European, modern European (including British/Irish/British Empire), and Asian history. The department also offers course work in African, Middle Eastern, and Latin American history, as well as a number of global and comparative fields, including imperial history, the history of the Atlantic world, religious history, and international history. During the first semester of full-time study, doctoral students choose a faculty advisor, who oversees the student's progress in preparing for comprehensive exams and in developing a dissertation topic.

The Ph.D. is a research degree and requires special commitment and skills. While the degree is not granted for routine adherence to certain regulations, or for the successful completion of a specified number of courses, there are certain basic requirements.

Course and Residency Requirements: Students entering directly into the Ph.D. program are required to complete 39 credits, 36 of which are taken prior to comprehensive exams. All students in the Ph.D. program are required to pursue two semesters of full-time study during the first year and must, in the course of their studies, complete at least two seminars and at least two colloquia (one in the major and one in a minor area).

Plan of Study: By the conclusion of the first semester, and after full consultation with their professors and the Director of Graduate Studies, students file a plan of study leading to the comprehensive examination. This plan of study consists of three areas of concentration. Usually faculty require that students take at least some formal coursework in each field and expect students to develop and master a reading list of important books and articles. With the approval of the advisor and the Director of Graduate Studies students may select a discipline related to History or a topic within that cuts across traditional geographical or chronological boundaries. When considered necessary to a student's

program, the department may require advanced-level work in a related discipline, either as a minor field or as supplemental work. This plan of study may be reviewed, evaluated and revised whenever necessary. However, changes must be approved by the faculty advisor and the Director of Graduate Studies.

Language Requirement: Ph.D. candidates, with the exception of medievalists, must pass two language exams. Students concentrating in United States history may substitute competency in a field of particular methodological or theoretical relevance to their program of study for competency in a second foreign language. To do so, students must petition the Graduate Committee for the substitution and explain the nature of the field and its importance to the plan of study, particularly the dissertation. The student's faculty advisor certifies that the student has acquired the appropriate skills and knowledge. Medievalists must pass three language exams, one of which must be Latin or Greek.

The Comprehensive Exam: The student's oral comprehensive examination will be conducted by an examining board composed of three faculty members. A written examination may be substituted for an oral exam at the joint discretion of the student and the student's committee.

The Dissertation: Students must have a dissertation topic before taking and passing comprehensive exams. The last six credits earned for the degree, taken after the comprehensive exams, will be focused explicitly on the dissertation. These should include the Dissertation Seminar. Dissertation proposals, written in the Dissertation Seminar, must be approved by the student's dissertation committee, consisting of three faculty, one of them designated as advisor. Proposals must be completed by the end of the semester following the passing of comprehensive exams and filed with the department. The completed dissertation must be approved by a committee of three readers—the faculty advisor and two other faculty members—and approved by the Director of Graduate Studies. It must also be defended at a public oral defense.

Master of Arts Programs

The M.A. degree in History is offered with concentrations in early modern European, Latin American, medieval, modern European (encompassing British, Irish, and continental European), international and global history, and United States history. The department also offers coursework in African, Middle Eastern, and Asian history. The Master of Arts in Teaching (M.A.T.) program for secondary school History teachers is administered by the Lynch School of Education. It requires admission to both the Graduate School of Education and to the Department of History. For further information on the M.A.T., please refer to the LSOE section on Master's Programs in Secondary Teaching or call the Lynch School of Education, Graduate Admissions Office, at (617) 552-4214.

Requirements: The M.A. degree in History requires 30 graduate credits, a distribution requirement for each particular program, and an oral comprehensive examination. Students are not allowed to complete the M.A. program by attending only summer sessions, but are required to take a total of at least four courses (12 credits) during the regular academic year.

Plan of Study: All candidates for the M.A. in History are encouraged to pursue an individual course of study developed in conjunction with their faculty advisor and selected by the student during the first year in the program. In making their selection of courses and seminars, students are urged to widen their chronological and cultural horizons while deepening and specifying one special area of concentration.

Students must choose a major and minor field. As many as seven courses (21 credits) can be taken in the major field. Major fields for the

ARTS AND SCIENCES

M.A. include early modern European, Latin American, medieval, modern European (encompassing British, Irish, and continental European), and United States history.

The minor field is made up of a minimum of three courses (nine credits), at least one of which must be a graduate level course. Minor fields can be chosen from the same list of major fields or can be more conceptual or historiographical. Such fields, for example, could include a field in economic, social, or labor history; or could concern race or gender. We now offer a minor field in archival management or cultural heritage/public history, in cooperation with the Simmons College Graduate School of Library and Information Science (see our website for further information). Minor fields must be approved by the Director of Graduate Studies.

Students whose prior academic preparation warrants an exception to the above requirements may, with the consent of their faculty advisor, request permission to substitute a different proportion or variety of courses and areas than those generally required. The opportunity for study in a major or minor area is open to the extent that the department offers sufficient courses in the student's area of interest.

Students may study in departments outside History, and, with the permission of the Graduate Committee, a candidate whose advisor so recommends may earn as many as six credits in Classics, Economics, English, Political Science, Sociology, or other related disciplines. Graduate credits earned in a related discipline will be included in the distribution requirements for the appropriate area.

In addition to the general requirements for the M.A. degree, students in the History program are required to complete a seminar in their major area.

Language Requirement: Master's candidates must pass a foreign language reading examination, ordinarily in French, German, or Spanish. Another foreign language, when relevant to the research of the student, may be substituted with permission of the Graduate Committee.

Exam and Thesis: Students must take an oral comprehensive examination administered by the student's advisor and one additional faculty member from the minor area. Students planning to pursue a career in teaching may choose an alternative, teaching-focused comprehensive exam. This would require the student to present and defend a portfolio before their faculty advisor and a professor from the minor field. The portfolio would include, but not be limited to, a substantial research paper in the major field; two original syllabi designed for courses, one in the major and one in the minor field; and historiographical essays on both the major and minor fields.

Students may complete the Master's degree with or without a thesis. Those wishing to write a thesis should complete all of the other requirements for the degree and then request permission. The thesis counts for six credits and must be approved by the candidate's faculty advisor.

Applications to the M.A. and Ph.D. Programs

The deadline for applications to the Ph.D. programs in history is January 2 and the deadline for applications to the M.A. program is February 1. Ph.D. and M.A. applicants must submit GRE general scores (the GRE in History is not required), official undergraduate and graduate transcripts, at least three letters of recommendation, a statement of purpose emphasizing intellectual interests, a writing sample (a paper written for a recent course or one written expressly for the application), and all the application forms.

Funding

The History Department has a highly competitive Ph.D. program, but one which guarantees five years of funding to all incoming Ph.D. students contingent upon satisfactory academic performance and progress towards the degree, as well as satisfactory performance in teaching as evaluated by the faculty of the Department of History.

Students interested in the Doctoral or Master's programs should write to:

Director of Graduate Studies
History Department
Boston College
Chestnut Hill, MA 02467
e-mail: rebecca.rea.1@bc.edu

Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the web at www.bc.edu/courses.

HIST7101 Readings and Research: Independent Study
(Fall/Spring: 3)

Prerequisite: Permission of Instructor; Graduate Student Status

Graduate students who wish to pursue a semester of independent readings with individual faculty members under this category must secure permission of the faculty member. Lists of faculty members and their fields can be obtained from the Department.

The Department

HIST7202 Graduate Colloquium: Modern European History
(Spring: 3)

Prerequisite: Graduate Student Standing

Required for all incoming Ph.D. students

This colloquium will serve as a broad introduction to major themes, controversies, and historiographical developments in modern European history. The focus will be largely upon social and economic history.

Devin Pendas

HIST7302 Graduate Colloquium: Religion and History (Fall: 3)

Prerequisite: Graduate Student Standing

This colloquium will focus on major theories of religion developed in the twentieth century and the interpretation of those theories in contemporary historical scholarship. The goal of the course will be to present students with key questions and problems involved in the historical study of religion and religious peoples. Readings of classic theorists will be paired with contemporary interpreters. Themes will include the nature of religious experience, religion as culture, and ritual.

Zachary Matus

HIST7305 Colloquium: Archives and Historical Sources
(Spring: 3)

Prerequisite: Graduate Student Standing

Sylvia Sellers-Garcia

HIST7309 Graduate Colloquium: International History: Markets, States, and the Transnational (Spring: 3)

Prerequisite: Graduate Student Standing

Historians have increasingly sought to transcend the limits of purely national or local history, but their success has been mixed. It is hard to imagine, let alone research or write, truly global history. What is possible is to examine processes that are by definition transnational by focusing on the mechanisms and institutions that connect people, economies and political systems across borders. The course will emphasize moments

when projects to order the relationship between states and economies were most visible and insistent—typically after major wars and financial crises—and the success or failure of such grand projects.

James Cronin

HIST7310 Graduate Colloquium: Global Migration and Diaspora (Fall: 3)

Prerequisite: Graduate Student Standing

The world has experienced an upsurge in migration in recent decades, which many commentators see as part of a new process of globalization. But, just as the origins of globalization go back several centuries, the nature of contemporary migration cannot be understood outside its deeper historical context. Mass migration has been central to human history from the very beginning. This graduate readings course, based on historiographical analysis rather than primary research, will examine the history of migration from its origins to the present, with coverage of all main areas and a particular emphasis on the concept of diaspora.

Kevin Kenny

HIST7315 Graduate Colloquium: Islamic History (Fall: 3)

Prerequisite: Graduate Level Standing

This colloquium is an introduction to pre-modern Islamic history for advanced students with a focus on the areas surrounding the Mediterranean. The first month of the course will be devoted to reading and discussing Marshall Hodgson's classic, *Venture of Islam*, 3 vols. (Chicago, 1974), which covers the entire Islamic world. The readings for the rest of course will be chosen around a specific theme with special attention to historiographical, methodological, and theoretical issues.

Dana Sajidi

HIST8101 Interim Study (Fall/Spring: 0)

The Department

HIST8210 Graduate Seminar: Medieval History (Fall: 3)

Prerequisite: Graduate Student Standing

Students in this seminar will write original research papers on some topic in medieval social, economic or political history. The topic will be one upon which the student and professor have agreed, and will be based primarily on original sources. Students will not only be required to write a paper, but to read and critique all papers written in the seminar. The final paper will be a polished and rewritten piece incorporating the critiques of the professor and other graduate students in the seminar.

Robin Fleming

HIST8215 Graduate Seminar: Modern European History (Spring: 3)

Prerequisite: Graduate Student Standing

This course is designed to provide a structured setting within which students of modern European history can conceive and execute major research papers. The classes will focus primarily on historiography. Students will be free to select topics dealing with any aspect of modern European history and they will be encouraged to work in whatever national or regional setting they prefer and for which they have command of the language.

Thomas Dodman

HIST8220 Seminar: U.S. Before 1900 (Fall: 3)

Prerequisite: Graduate Student Standing

Heather Richardson

HIST8221 Graduate Seminar: U.S. since 1900 (Spring: 3)

Prerequisite: Graduate Student Standing

James O'Toole

HIST8988 Dissertation Seminar (Spring: 3)

Prerequisite: Graduate Student Standing

The aim of this course is to bring together students beginning dissertations in various fields to discuss the substance of their research and problems of theory, method, and organization. Students will be expected to report on their dissertation proposal and to present, by the end of the semester, a section of the dissertation itself.

Prasanna Parthasarathi

HIST9899 Dissertation Workshop (Fall/Spring: 1)

All history graduate students, except non-resident students, who have finished their comprehensive examinations are required to enroll in the Dissertation Workshop.

The Department

HIST9901 Doctoral Comprehensives (Fall/Spring: 1)

The Department

HIST9911 Doctoral Continuation (Fall/Spring: 1)

The Department

Islamic Civilization and Societies

Contacts

- Associate Director of the Islamic Civilization and Societies Program: Kathleen Bailey, Associate Professor of the Practice, Political Science, McGuinn 529, 617-552-4170, kathleen.bailey.1@bc.edu
- Coordinator of the Islamic Civilization and Societies Program: Susan Leonard, Gasson 104, 617-552-9139, susan.leonard.1@bc.edu
- www.bc.edu/ics

Graduate Program Description

The graduate program in Middle Eastern Studies offers an interdepartmental, interdisciplinary curriculum designed for students who wish to acquire a broad background in Middle Eastern history, cultures and politics. The program seeks to prepare candidates for a variety of post-graduate opportunities in diplomacy, human rights, government and public service, business, media, non-governmental organizations and cultural institutions in the United States and abroad. Master's students contribute to the intellectual life of the Boston College community and are encouraged to participate in colloquia and conversations across the University.

The master's program in Middle Eastern Studies (MES) offers two areas of focus: Politics and International Relations, and Religion, Culture and Society. Students have considerable flexibility in designing their programs of study and have access to resources of all relevant departments, such as Fine Arts, Music, History, Near Eastern Languages and Literatures, Political Science, Theology and other departments of the University. In addition to the wide range of courses offered within the MES program, students have the opportunity to utilize the resources of the outstanding network of scholars in the Boston area, including those of our Boston Area Consortium partners at Boston University, Tufts University and Brandeis University.

The Middle Eastern Studies program admits about 10 students a year, a number small enough to allow for personal attention, close contacts with the faculty and an environment of collegiality, as well as small class size. Graduate students are encouraged to attend extra-curricular events, such as our Distinguished Lecture Series, alumni networking workshops and informal discussions. Program faculty, with the assistance of the

ARTS AND SCIENCES

Office of International Programs, will direct students toward opportunities for language immersion, internships abroad and other invaluable opportunities for professional development outside the classroom.

Mathematics

Faculty

Gerald G. Bilodeau, *Professor Emeritus*; B.A., University of Maine; A.M., Ph.D., Harvard University
Paul R. Thic, *Professor Emeritus*; B.S., Canisius College; Ph.D., University of Notre Dame
Gerard E. Keough, *Associate Professor Emeritus*; A.B., Boston College; Ph.D., Indiana University
Avner Ash, *Professor*; A.B., Ph.D., Harvard University
Jenny A. Baglivo, *Professor*; B.A., Fordham University; M.A., M.S., Ph.D., Syracuse University
Martin J. Bridgeman, *Professor*; B.A., Trinity College, Dublin; M.A., Ph.D., Princeton University
Solomon Friedberg, *Professor*; B.A., University of California, San Diego; M.S., Ph.D., University of Chicago
Joshua E. Greene, *Professor*; B.S., Harvey Mudd College; M.Sc., University of Chicago; Ph.D., Princeton University
Julia Elisenda Grigsby, *Professor*; A.B., Harvard University; Ph.D., University of California at Berkeley
Benjamin Howard, *Professor*; B.S., University of Chicago; M.S., Ph.D., Stanford University
Tao Li, *Professor*; B.S., Peking University; Ph.D., California Institute of Technology
G. Robert Meyerhoff, *Professor; Chairperson of the Department*; A.B., Brown University; Ph.D., Princeton University
Renato Mirollo, *Professor*; B.A., Columbia College; Ph.D., Harvard University
Mark Reeder, *Professor*; B.A., Humboldt State University; M.S., University of Oregon; Ph.D., Ohio State University
John A. Baldwin, *Associate Professor*; A.B., Harvard University; Ph.D., Columbia University
Daniel W. Chambers, *Associate Professor*; B.S., University of Notre Dame; A.M., Ph.D., University of Maryland
Dawei Chen, *Associate Professor*; B.S., Peking University; Ph.D., Harvard University
C.K. Cheung, *Associate Professor*; B.Sc., University of Hong Kong; Ph.D., University of California at Berkeley
Maksym Fedorchuk, *Associate Professor*; S.B., Massachusetts Institute of Technology; Ph.D., Harvard University
Robert H. Gross, *Associate Professor*; A.B., Princeton University; Ph.D., Massachusetts Institute of Technology
William J. Keane, *Associate Professor*; A.B., Boston College; M.S., Ph.D., University of Notre Dame
Dubi Kelmner, *Associate Professor*; B.S., The Hebrew University of Jerusalem; Ph.D., Tel Aviv University
David Treumann, *Associate Professor*; B.S., University of Minnesota; Ph.D., Princeton University
Ian Biringier, *Assistant Professor*; A.B., Oberlin College; M.S., Ph.D., University of Chicago
Qile Chen, *Assistant Professor*; B.S., University of Science and Technology of China; Ph.D., Brown University
Brian Lehmann, *Assistant Professor*; B.S., Yale University; Ph.D., Massachusetts Institute of Technology

Juliana V. Belding, *Assistant Professor of the Practice*; B.A., Bryn Mawr College; Ph.D., University of Maryland
Marie Clote, *Assistant Professor of the Practice*; M.A., D.E.A., University Paris VII
Ellen J. Goldstein, *Assistant Professor of the Practice*; B.A., Skidmore College; Ph.D., Tufts University
Robert C. Reed, *Assistant Professor of the Practice*; B.A., University of California at Berkeley; Ph.D., University of Wisconsin at Madison
Jamison Wolf, *Assistant Professor of the Practice*; B.A., Bucknell University; Ph.D., Tufts University

Contacts

- Department Offices: Maloney Hall, Rooms 561 and 562
- Department Phone: 617-552-3750
- Department Fax: 617-552-3789
- www.bc.edu/math

Graduate Program Description

The Department of Mathematics offers programs leading to: (1) the Doctor of Philosophy (Ph.D.) degree in mathematics; to (2) the Master of Science in Teaching (M.S.T.) degree in education, in conjunction with the Lynch School of Education; and to (3) a dual Master of Arts/Master of Business Administration (M.A./M.B.A.) degree, in conjunction with the Carroll School of Management.

Ph.D. Degree Requirements

The requirements for the Ph.D. fall into five categories: coursework, examinations (Preliminary, Language and Comprehensive), teaching, a dissertation, and a residency requirement of two consecutive semesters with full-time registration. Coursework: Students must complete at least 50 credit hours at the graduate level, including the first-year core curriculum, and receive a grade of B- or higher in at least 44 of these. The first-year program consists of core courses in Algebra (MATH8806, MATH8807), Geometry/ Topology (MATH8808, MATH8809), Real Analysis (MATH8810), Complex Analysis (MATH8811), Graduate Teaching Seminar (MATH8890), and Graduate Research Seminar (MATH8892). The second year is devoted to electives. Students with prior comparable coursework may be exempted from one or more of the first-year graduate courses, upon approval of the Assistant Chair for Graduate Programs. Up to 18 credit hours of the coursework requirement may be waived for students with prior graduate work, upon approval of the Assistant Chair for Graduate Programs.

Examinations: There are three types of examinations: Preliminary, Language, and Comprehensive.

Preliminary: All students must take preliminary exams in two of the three following subjects: Real and Complex Analysis; Algebra; Geometry and Topology. These exams cover the material in the core first-year courses, and are typically taken at the end of May following the first year. They may also be taken at the start of the academic year and in mid-year. Preliminary exams are graded as follows: Ph.D. pass, M.A. pass, or fail. Students are strongly encouraged to complete two preliminary examinations at the Ph.D. pass level by the start of their second year. The following two rules apply: (1) Students may re-take each preliminary exam once. (2) Students must pass two preliminary examinations at the Ph.D. pass level by the middle of their second year in order to continue in the program after their second year. Exceptions to these two rules require the approval of the Chair, who will consult the Assistant Chair for Graduate Programs and the student's instructors before arriving at a decision. Exceptions will be granted when there is clear evidence of potential to complete a degree in a timely way, or for

special circumstances such as extended illness. A student with advanced preparation may choose to take one or more of the preliminary examinations immediately upon entering Boston College. In such a case, the examination would not count as one of the student's two attempts, and failure of the examination would have no negative consequences. Students who wish to take an examination upon entrance should notify the Assistant Chair for Graduate Programs in writing by mid-July that they intend to do so.

Language: This exam consists of translating mathematics from French or German into English. The student will select, in consultation with a faculty member, a book or substantial article in the chosen language and will be asked to translate passages from it with the aid of a dictionary.

Doctoral Comprehensive: After passing the preliminary exams at the Ph.D. level, the student requests that a department faculty member (tenured or tenure-track) serve as their research advisor. Upon agreement of the faculty member, the student, in consultation with the research advisor, forms a Comprehensive Examination Committee, consisting of the research advisor and at least two other members. Two members must be from Boston College; the chair must be a tenured or tenure-track member of the departmental faculty. Committee composition is subject to departmental approval. The comprehensive exam can be taken any time after the Comprehensive Examination Committee has been chosen. We recommend that it be taken as soon as possible, to allow time for dissertation research. The doctoral comprehensive exam consists of a research topic and one secondary topic, chosen by the student in consultation with the student's Committee. Typically these are based on topics courses or independent study completed by the student in the second and third years. The comprehensive exam has both a written and an oral component. In the written part the student is given a week to solve problems or answer questions in the chosen areas. The Committee then reads the student's work, and questions the student about it in the oral exam, which may range into related areas. After the oral exam the Committee grades the entire comprehensive exam as Pass with Distinction, Pass, or Fail. A student who fails the comprehensive exam may take it one additional time, but not sooner than the following semester.

Teaching: In addition to their responsibilities as teaching assistants and teaching fellows, students participate in the required Graduate Teaching Seminar in the fall semester of their first two years. The first-year teaching seminar is for teaching assistants, covering their responsibilities both to their students and their supervisors, and providing guidance on leading a classroom for the first time. The second-year teaching seminar is for teaching fellows, providing guidance for teaching one's own class.

Dissertation: Upon satisfactory performance on the Language and Doctoral Comprehensive Examinations, the student is eligible to be admitted to candidacy for the Ph.D. To be admitted, the student formally constitutes a Dissertation Committee which is then approved by the Assistant Chair for Graduate Programs. The Comprehensive Examination Committee will typically become the student's Dissertation Committee; any changes of membership require the department's approval. At this point the student begins research for the doctoral dissertation. The dissertation must consist of original scholarly work. The Dissertation Committee will read and evaluate the completed dissertation and conduct an oral examination, at which the dissertation is defended in a public meeting. The dissertation is accepted when endorsed on the official title page by the Dissertation

Committee after the oral examination. After ensuring that the format of the accepted dissertation conforms to Boston College requirements, the student submits the dissertation to the University.

Qualified students accepted to the program are offered financial aid stipends and tuition remission. It is anticipated that support will be provided for five years of study, given reasonable progress toward the degree and acceptable performance of Teaching Assistant/Fellow duties.

More information about the Ph.D. program can be found at the graduate program menu option at www.bc.edu/math.

Master of Arts Degree

Students enrolled in the Ph.D. program who receive at least an M.A. pass in two of the three preliminary exams and pass at least 30 credits of mathematics graduate courses, including at least five semesters of the first-year graduate courses in Real and Complex Analysis, Algebra, and Geometry/Topology, will receive an M.A. degree. Advanced undergraduate courses may count towards the 30 credits in meeting the M.A. requirements with the permission of the Assistant Chair for Graduate Programs. Students who skip a first-year course because of advanced preparation may substitute more advanced courses in any area, with the permission of the Assistant Chair for Graduate Programs. A student may receive an M.A. and continue on to a Ph.D. provided the student meets the Ph.D. requirements above.

Master of Science in Teaching Program

The Master of Science in Teaching (M.S.T.) program is administered through the Lynch School of Education in cooperation with the Department of Mathematics. Application for the program is made to the Lynch School of Education, and students must be accepted by the Lynch School of Education and approved by the Department of Mathematics.

This program is designed either for experienced teachers or for prospective teachers. It is a two-year program that consists of 46 credits, of which 31 are in Education and 15 are in Mathematics. All master's programs leading to certification in secondary education include practical experiences in addition to course work. Students seeking certification in Massachusetts are required to pass the Massachusetts Educators Certification Test. Degree candidates draw up an overall plan of study with joint advisement from the Assistant Chair for Graduate Programs in Mathematics and the advisor for the M.S.T. program in the Lynch School of Education. For further information on the M.S.T., refer to the Master's Programs in Secondary Teaching in the Lynch School of Education section of the University Catalog or call the Office of Graduate Admissions, LSOE, at 617-552-4214.

Of the 15 credits which comprise the mathematics component of the M.S.T., candidates are required to complete MATH8810–8811 Real and Complex Analysis, which should be completed in the first year. The other credits must be earned in MT courses at or above the 4000-level. Because of certification requirements, unless approved equivalents have been taken previously, these required courses should include the following:

- MATH4451 Euclidean and Non-Euclidean Geometry
- MATH4426–4427 Probability and Mathematical Statistics

Some exposure to the use of computers in mathematics that may be accomplished by any Computer Science major course beyond Computer Science I.

Other courses particularly well-suited for this program are MATH4430 Number Theory and MATH4475 History of Mathematics. M.S.T. candidates must also pass an oral comprehensive examination and submit a brief expository paper in some area of mathematics.

Mathematics M.A./M.B.A. Dual Degree

This dual degree program is offered in conjunction with the Carroll Graduate School of Management. Students must be accepted into the M.B.A. program by the Carroll Graduate School of Management, and approved by the Department of Mathematics. The program takes three years, the first of which is the same as the Mathematics Ph.D., except for the teaching and research seminars. The second year is all management, the equivalent to the first year of the M.B.A. program.

After completion of the second year, 24 credits remain, 12 each in mathematics and in management. A student may take six management credits in the summer, in which case only 18 credits need to be taken in the third year. Alternatively, all 24 credits may be taken in year three. Some Research Fellowships in CGSOM may be available. The mathematics requirements for the dual degree program are identical to the Mathematics M.A. described above, including the successful completion of the Preliminary Examinations at the M.A. pass level or higher. The management requirements amount to the M.B.A. requirements minus 12 credits of electives.

Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the web at www.bc.edu/courses.

MATH8806 Algebra I (Fall: 3)

This course, with MATH8807, will cover the following topics: Group Theory (Group actions, Sylow, Nilpotent/Solvable, simple groups, Jordan-Holder series, presentations); commutative algebra (uniqueness of factorization, Jordan decomposition, Dedekind rings, class groups, local rings, Spec); finite fields; algebraic numbers; Galois theory; Homological algebra; and Semisimple algebra.

MATH8807 Algebra II (Spring: 3)

This course, with MATH8806, will cover the following topics: Group Theory (group actions, Sylow, Nilpotent/Solvable, simple groups, Jordan-Holder series, presentations); commutative algebra (uniqueness of factorization, Jordan decomposition, Dedekind rings, class groups, local rings, Spec); finite fields; algebraic numbers; Galois theory; Homological algebra; and Semisimple algebra.

MATH8808 Geometry/Topology I (Fall: 3)

This course, with MATH8809, will cover the following topics: point-set topology, fundamental group and covering spaces, smooth manifolds, smooth maps, partitions of unity, tangent and general vector bundles, (co)homology, tensors, differential forms, integration and Stokes' theorem, and de Rham cohomology.

MATH8809 Geometry/Topology II (Spring: 3)

This course, with MATH8808, will cover the following topics: Point-set topology, fundamental group and covering spaces, smooth manifolds, smooth maps, partitions of unity, tangent and general vector bundles, (co)homology, tensors, differential forms, integration and Stokes' theorem, and de Rham cohomology.

MATH8810 Real Analysis (Fall: 3)

Measure Theory, Hilbert Space, and Fourier Theory. Possible topics from: Lebesgue measure starting on \mathbb{R} , convergence and Fubini theorems, and generalizing to locally compact spaces and groups.

MATH8811 Complex Analysis (Spring: 3)

Local and global theory of analytic functions of one variable.

MATH8820 Introduction to Representation Theory (Fall: 3)

Introduction of a broad range of representation theory, including representations of finite and compact Lie groups, and finite dimensional representations of complex semisimple Lie groups and Lie algebras, and quantum groups.

MATH8821 Number Theory I (Fall: 3)

Along with MATH8822, possible topics include factorization of ideals, local fields, local versus global Galois theory, Brauer group, adèles and idèles, class field theory, Dirichlet L-functions, Chebotarev density theorem, class number formula, and Tate's thesis.

MATH8822 Number Theory II (Spring: 3)

Along with MATH8821, possible topics include factorization of ideals, local fields, local-versus-global Galois theory, Brauer group, adèles and idèles, class field theory, Dirichlet L-functions, Chebotarev density theorem, class number formula, and Tate's thesis.

MATH8831 Geometry/Topology III (Fall: 3)

This course, along with MATH8832, will cover topics from this list of possibilities: differential geometry, hyperbolic geometry, three-dimensional manifolds, and knot theory.

MATH8832 Geometry/Topology IV (Spring: 3)

This course, along with MATH8831, will cover topics from this list of possibilities: differential geometry, hyperbolic geometry, three-dimensional manifolds, and knot theory.

MATH8845 Topics in Algebra and Number Theory (Fall: 3)

Selected topics in Algebra and Number Theory.

MATH8855 Topics in Geometry and Topology (Spring: 3)

Selected topics in Geometry and Topology.

MATH8880 Dissertation Research (Fall: 3)

MATH8890 Graduate Teaching Seminar I (Fall: 1)

This course is designed to assist graduate students in making the transition to the duties of a teaching assistant.

MATH8891 Graduate Teaching Seminar II (Fall: 1)

This course is intended to assist graduate students as they make the transition to teaching fellows.

MATH8892 Graduate Research Seminar (Spring: 1)

The research seminar is an opportunity for students to present their own research or give lectures on advanced topics. Participation in the research seminar is encouraged by the department. A student may be required by their advisor to participate and/or speak in the research seminar.

MATH8899 Readings and Research (Fall/Spring: 3)

Prerequisite: Department permission is required.

This is an independent study course, taken under the supervision of a Mathematics Department faculty member. Interested students should see the Director of the Graduate Program.

MATH9903 Seminar (Spring: 3)

This seminar is required of all candidates for the M.A. degree who do not take MATH8801. It is limited to second-year graduate students.

MATH9911 Doctoral Continuation (Fall/Spring/Summer: 1)

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee (tuition credits can be used for this) for doctoral continuation during each semester of their candidacy when they are taking no other courses. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

Philosophy

Faculty

Richard Cobb-Stevens, *Professor Emeritus*; Ph.D., University of Paris
Jacques M. Taminiaux, *Professor Emeritus*; Doctor Juris, Ph.D.,
 Maître-Agrégé, University of Louvain
James Bernauer, S.J., *Kraft Family Professor*; A.B., Fordham
 University; A.M., St. Louis University; M.Div., Woodstock College;
 S.T.M., Union Theological Seminary; Ph.D., State University of New
 York at Stony Brook
Olivia Blanchette, *Professor*; A.B., A.M., Boston College; S.T.L.,
 Weston College; Ph.D., Université Laval; Ph.L., Collège St. Albert de
 Louvain
Patrick Byrne, *Professor*; B.S., A.M., Boston College; Ph.D., State
 University of New York at Stony Brook
Jorge Garcia, *Professor*; B.A., Fordham University; Ph.D., Yale
 University
Richard Kearney, *Charles Seelig Professor*; B.A., University of Dublin;
 M.A., McGill University; Ph.D., University of Paris
Peter J. Kreeft, *Professor*; A.B., Calvin College; A.M., Ph.D.,
 Fordham University
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 A.M., Ph.D., University of Chicago
John Sallis, *Frederick J. Adelman, S.J., Professor*; B.A., University of
 Arkansas; M.A., Ph.D., Tulane University
Eileen C. Sweeney, *Professor*; B.A., University of Dallas; M.A., Ph.D.,
 University of Texas at Austin
Jeffrey Bloechl, *Associate Professor*; B.A., M.A., Catholic University of
 America; Ph.D., Katholieke Universiteit te Leuven
Sarah Byers, *Associate Professor*; B.A., St. Joseph's University; M.A.,
 Ph.D., University of Toronto
Gary Gurtler, S.J., *Associate Professor*; B.A., St. John Fisher College;
 M.A., Ph.D., Fordham University; M.Div., Weston School of
 Theology
Marina B. McCoy, *Associate Professor*; B.A., Earlham College; M.A.,
 Ph.D., Boston University
Daniel McCaughan, *Associate Professor*; B.A., University of Oregon;
 M.Div., Princeton Theological Seminary; M.A., Ph.D., University of
 Notre Dame
Vanessa P. Rumble, *Associate Professor*; B.A., Mercer University;
 Ph.D., Emory University
Jean-Luc Solère, *Associate Professor*; M.A., University of Paris-
 Sorbonne; Ph.D., University of Poitiers
Andrea Staiti, *Associate Professor*; B.A., M.A., University of Milan;
 Ph.D., Albert Ludwig University of Freiburg and University of Turin
Marius Stan, *Associate Professor*; M.A., University of Manchester;
 Ph.D., Johns Hopkins University
Ronald K. Tacelli, S.J., *Associate Professor*; A.B., Boston College;
 M.Div., Weston College; Ph.D., University of Toronto
Richard Kenneth Atkins, *Assistant Professor*; B.A., Wheaton College
 (IL); M.A., Graduate Theological Union; Ph.D., Fordham University
Aspen Brinton, *Assistant Professor*; B.A., Amherst College; M.A.,
 Ph.D., Georgetown University
David Johnson, *Assistant Professor*; B.A., Emory University; Ph.D.,
 Pennsylvania State University

Micha E. Lott, *Assistant Professor*; M.A., Fuller Theological Seminary;
 Ph.D., University of Chicago

Brian J. Brame, *Professor of the Practice*; *Director, Perspectives
 Program*; B.S., Central Michigan University; St.B., Gregorian
 University, Rome; M.A., Gonzaga University; Ph.D., Boston College

David McMenamin, *Associate Professor of the Practice*; B.A., Fordham
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 College; Ph.D., Fordham University

Mary Troxell, *Assistant Professor of the Practice*; B.A., Amherst
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Holly Vande Wall, *Assistant Professor of the Practice*; B.A., Macalester
 College; M.A., Boston University; M.A., Pacific School of Religion;
 Ph.D., University of Notre Dame

Laura L. Garcia, *Resident Scholar*; B.A., Westmont College; Ph.D.,
 Notre Dame

Contacts

- Administrative and Graduate Program Assistant:
 RoseMarie DeLeo, 617-552-3847, deleoro@bc.edu
- Administrative and Undergraduate Program Assistant:
 Paula Perry, 617-552-3845, paula.perry@bc.edu

Graduate Program Description

The Department of Philosophy offers M.A. and Ph.D. programs. These programs provide a strong emphasis on the history of philosophy (ancient, medieval, modern, and contemporary), and a special focus on Continental philosophy from Kant to the present. Faculty also teach and conduct research in metaphysics, philosophy of science, philosophy of religion, ethics, aesthetics, and social and political philosophy. Students have considerable flexibility in designing programs of study, and have access to the resources of Political Science, Theology, and other departments. If a desired course is not offered, please consult with the appropriate professor. It may be possible to arrange a Readings and Research course on the desired topic. For further information refer to our website at www.bc.edu/philosophy.

All applicants who are native speakers of English must submit the results of the Graduate Record Examination. Students who speak a native language other than English must provide evidence of English proficiency. A score of 100 or higher on the TOEFL iBT test or 7.0 or higher on the IELTS test is required. TOEFL and IELTS scores are considered valid from exams taken a maximum of two years prior to application program deadlines. Admission to the doctoral program is highly selective (five or six admitted each year from over 150 applicants).

M.A. Program Requirements

- Requirements for the M.A. are as follows:
- Ten courses (30 credits)
 - Proficiency in one foreign language (Latin, Greek, French, or German)
 - One hour and fifteen minute oral comprehensive examination on a reading list in the history of philosophy.

It is possible, though not common, for students to write an M.A. thesis in place of two courses (six credits). The M.A. may be taken on a full-time or part-time basis. Departmental financial aid and tuition remission are not normally available for students seeking the M.A.

Ph.D. Program Requirements

Requirements for the Ph.D. are as follows:

- One year of full-time residence
- Sixteen courses (48 credits)
- Proficiency in logic (tested by course or by examination)
- Proficiency in two foreign languages (Latin, Greek, French, or German)
- One hour and fifteen minute oral Preliminary comprehensive examination
- Doctoral comprehensive examination
- Dissertation
- Oral defense of the dissertation
- Students entering the program with an M.A. in philosophy may be credited with six courses (18 credits) toward the Ph.D.

The preliminary comprehensive is a one hour and fifteen minute oral examination on a reading list in the history of philosophy, and it is to be taken at the end of the student's first year. The doctoral comprehensive is a two hour oral examination on the student's dissertation proposal, a systematic problem, and two major philosophers; it is to be taken by November of the student's fourth year (third year, for students entering the program with the M.A. degree in hand).

Doctoral students are generally admitted with financial aid in the form of Research Assistantships and Teaching Fellowships. Research assistants and teaching fellows receive remission of tuition for required courses. Doctoral students generally teach after the first year; the program includes a seminar on teaching. Doctoral students are expected to pursue the degree on a full-time basis and to maintain satisfactory progress toward the completion of degree requirements. www.bc.edu/catalog/p/metaelements/ssi/grad/phd.shtml.

Dual Degree Program

These programs are designed for students who have an interest in philosophy of law, legal theory and jurisprudence, and who may eventually wish to go into legal practice or teaching in those fields. Students may complete their master's in philosophy and law degree in four years of joint study, or Ph.D. and law degree in seven. Students must apply to both the Law School and master's or Ph.D. program in the Philosophy Department of Boston College.

Institute of Medieval Philosophy and Theology

The Department of Philosophy and the Department of Theology are linked to the Institute of Medieval Philosophy and Theology. The Institute is a center that unites the teaching and research efforts of faculty members in the Philosophy and Theology Departments who specialize in medieval philosophy and theology. For information about the Institute of Medieval Philosophy and Theology, refer to the Research Centers in the About Boston College section of this catalog or to the website: at www.bc.edu/schools/cas/theology/graduate/special/med-phil.html.

The Lonergan Institute

Studies related to the work of Jesuit theologian and philosopher Bernard Lonergan (1904–1984) are sponsored by the Lonergan Institute at Boston College. The Institute supports the renowned Lonergan Workshop and other conferences, scholarship assistance, and operates the Lonergan Center, a center for research with an extensive collection of published and unpublished works. For more information, refer to the Research Centers in the About Boston College section of this catalog or to the website: www.bc.edu/lonergan.

Joint M.A. Program in Philosophy and Theology

This M.A. program is administered jointly between the Philosophy and Theology departments and is structured around distinct concentrations addressing major areas of common concern, such as faith and science, philosophy and religion, foundations in Philosophy and Theology, and Medieval Philosophy and Theology. The degree program has two directors representing each department. Students develop a program of study in discussion with an academic advisor, and take courses in the standard graduate programs offered by the Philosophy and Theology departments. For more information, please visit: www.bc.edu/ma-phil-theo.

Electives

If a desired course is not offered, please consult with the appropriate professor. It may be possible to arrange a Readings and Research course on the desired topic.

Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the web at www.bc.edu/courses.

PHIL7702 Gadamer's Philosophical Hermeneutics (Fall: 3)

The purpose of this course is to examine the idea of philosophical hermeneutics that is found in the work of Gadamer. We will focus especially on Gadamer's reflections on the nature of language, the character of rationality, and the question of non-scientific modes of truth. Because hermeneutics as Gadamer conceives it is also practical philosophy, much of our attention will be taken up with the question of the relation between rhetoric, dialogical reason, and the problems of ethical life. Truth and Method will be the central text for this course, though we will also read some of Gadamer's shorter essays.

David W. Johnson

PHIL7716 Kant's First Critique (Spring: 3)

This course will introduce students to Kant's masterpiece, the *Critique of Pure Reason*. It is aimed at seniors majoring in philosophy and at master's students. No previous knowledge of Kant's theoretical philosophy is required, but a solid background in philosophy is expected.

Marius Stan

PHIL7720 Platonic Theories of Knowledge (Spring: 3)

The purpose of this course will be twofold: to explore Platonic considerations of perception and memory in the *Theaetetus* and dialectic in the *Sophist*; and to investigate what Plotinus does with this Platonic inheritance in his major study of the soul and its way of knowing. Both philosophers show the intersection of perception and intellectual knowledge in a way that is essential for understanding the Platonic project as a whole and especially the possibilities and limits of human knowledge.

Gary M. Gurtler, S.J.

PHIL7721 Medieval Ontology (Fall: 3)

We will study how Neo-Platonism and Aristotelism dialogued, argued, merged, parted in medieval metaphysics, especially in Aquinas's, Scotus's and Ockham's thought, during the thirteenth and fourteenth centuries. We will analyze fundamental concepts such as being, form and matter, substance and accident, essence and existence, individuation, participation, creation, etc. The class is especially designed for giving graduate students a strong and in-depth presentation of medieval thought, an essential moment of the development of western philosophy.

Jean-Luc Solere

PHIL7731 Michel Foucault (Fall: 3)

A graduate seminar on Michael Foucault.

James Bernauer, S.J.

PHIL7733 Phenomenology and Deconstruction (Fall: 3)

Prerequisite: Graduate students only. Others only with permission.

This course will consider such phenomenological themes as the relation between expression and meaning, the nature of time-consciousness, and the concept of intentionality. Subsequently, consideration will be given to the interpretations and critiques of these themes in the texts of Heidegger and Derrida.

John Sallis

PHIL7735 Hermeneutics of Religion (Spring: 3)

This seminar explores recent debates in continental philosophy of religion about the "God who comes after metaphysics." Beginning with the phenomenological approach of Husserl, Heidegger, and Levinas, the course will proceed to a discussion of more recent retrievals of the God question in hermeneutics and deconstruction—Ricoeur, Derrida, Caputo, and Marion. Key issues explored include the critique of omnipotence, God as possible/impossible, theism/atheism/posttheism and the question of interreligious dialogue and pluralism. The seminar invites class presentations from students.

Richard Kearney

PHIL7737 Heidegger's Philosophy of Art (Spring: 3)

Prerequisite: Graduate students only. Others with permission.

This course will be devoted to a close reading of Heidegger's *The Origin of the Work of Art*, followed by a study of the selected works of art in relation to Heidegger's analysis.

John Sallis

PHIL7753 Reading Jacques Derrida (Spring: 3)

Cross listed with ENGL7753 and FREN7750

Open to undergraduates with permission of instructor.

This course will examine some of the fundamental ways that the work of Jacques Derrida has contributed to altering the context in which the humanities can be understood and studied within the modern university. It will take examples from Derrida's repeated interventions in such disciplines as literature, philosophy, theology, and history. By situating Derrida's work at the margins where accepted demarcations between the disciplines begin to blur, the course will suggest new possibilities for conducting interdisciplinary work in the future.

Kevin Neumark

PHIL7794 Philosophy and the Church Fathers (Spring: 3)

Cross listed with THEO5794

Introduction to the major Church Fathers and Christian schools of antiquity and their varying engagement with philosophy. Elements of opposition and areas of harmony between Greek and Christian ideals.

Margaret Schatkin

PHIL7795 Phenomenology of the Stranger (Fall: 3)

This seminar will explore the phenomenological investigation of the stranger as other, foreigner, guest, and invader. Beginning with Husserl's analysis of intersubjectivity and otherness in his *Cartesian Meditations*, the course examines how this classic account was critically developed by later generations of thinkers from Levinas, Sartre and Merleau-Ponty to Kristeva, Derrida and Jean-Luc Marion. The seminar will also look at phenomenological examples of the stranger and the strange (the Uncanny) in contemporary literature, cinema and popular culture.

Richard Kearney

PHIL7799 Readings and Research (Fall: 3)

By arrangement.

The Department

PHIL7965 Freud's Conception of the Death Drive (Fall: 3)

Paul Moyaert

PHIL8816 Phenomenology of Embodiment (Spring: 3)

The experience of embodiment has been neglected in modern philosophy. Descartes and modern philosophy (e.g., LaMettrie) thought of the body as a machine. This seminar aims to explore classical phenomenological approaches to the body, especially as found in Husserl, Scheler, Stein, Sartre, de Beauvoir and Merleau-Ponty. Themes covered include Husserl's conception of phenomenology, the distinction between 'body' (Körper) and 'lived body' (Leib), the phenomenological approach to sensation, perception, imagination, motility, the feelings and emotions, agency and willing, the experience of flesh (la chair) in Sartre and Merleau-Ponty, the experience of others in empathy, the phenomena of intersubjectivity (interaction with other subjects), the body-for-others, and intercorporeality (interaction with other bodies, e.g., the caress).

Dermot Moran

PHIL8818 Early Modern Ethics and Psychology (Spring: 3)

In studying seventeenth and eighteenth moral philosophies, from Descartes to Hume, the thread we will follow is the role of pleasure in psychology and ethics. Neo-Epicurism and Neo-Augustinism paradoxically agreed on the fact that human beings, guided by self-love, act only in view of what is pleasurable and is their own interest. As a response, another type of pleasure can be pointed out: the disinterested esthetic pleasure, which became a paradigm for reconciling pleasure with altruism. This topic involves also religious and political issues.

Jean-Luc Solère

PHIL8820 Hegel, Kierkegaard, Blondel (Fall: 3)

Reason and religion converge in the question of how we relate to the true Infinite. We will examine how the problem of the infinite arises in our consciousness according to these authors, how we try to resolve it immanently, and how it has to give way to absolute transcendence. We shall explore not only how these three authors converge around the question of the infinite but also how they diverge radically in handling the question as it affects the relation between reason and religion.

Olivia Blanchette

PHIL8830 Nature in Thomas Aquinas (Fall: 3)

This course will consider the many different contexts in which Thomas Aquinas uses the notion of nature and natural motion to explain the character of human and divine attributes and actions. We will examine how the notion of Aristotelian nature and motion informs his account of not just vice and virtue but freedom and creation. We will also consider the account of natural law in light of his account of nature after the Fall and as in need of grace. We will consider how and whether his use of these notions changes from the *Summa theologiae* to the *Disputed Questions on Truth*, as well as on power and evil.

John Sallis

PHIL8888 Interim Study (Fall/Spring: 0)

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis.

The Department

PHIL9990 Teaching Seminar (Fall/Spring: 3)

This course is required of all first- and second- year doctoral candidates. This course includes discussion of teaching techniques, planning of curricula, and careful analysis of various ways of presenting major philosophical texts.

Marina B. McCoy

PHIL9998 Doctoral Comprehensives (Fall/Spring: 1)

Required for doctoral candidates who have completed all course requirements but have not taken their doctoral comprehensive examination.
The Department

PHIL9999 Doctoral Continuation (Fall/Spring: 1)

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.
The Department

Physics

Faculty

Kevin Bedell, *John. H. Rourke Professor*; B.A., Dowling College; M.S., Ph.D., SUNY Stonybrook

David A. Broido, *Professor*; B.S., University of California, Santa Barbara; Ph.D., University of California, San Diego

Baldassare Di Bartolo, *Professor*; Dott. Ing., University of Palermo; Ph.D., Massachusetts Institute of Technology

Michael J. Graf, *Professor*; B.S., Rensselaer Polytechnic Institute; Sc.M., Ph.D., Brown University

Krzysztof Kempa, *Professor*; M.S., Technical University of Wrocław; Ph.D., University of Wrocław

Michael J. Naughton, *Evelyn J. & Robert A. Ferris Professor*; *Chairperson of the Department*; B.S., Saint John Fisher College; M.A., Ph.D., Boston University

Ziqiang Wang, *Professor*; B.Sc., Tsinghua University; M.A., M.Phil., Ph.D., Columbia University

Pradip M. Bakshi, *Distinguished Research Professor*; B.S., University of Bombay; A.M., Ph.D., Harvard University

Gabor Kalman, *Distinguished Research Professor*; D.Sc., Israel Institute of Technology

Kenneth S. Burch, *Associate Professor*; B.S., Ph.D., University of California, San Diego

Jan Engelbrecht, *Associate Professor*; B.Sc., M.Sc., University of Stellenbosch; Ph.D., University of Illinois

Cyril P. Opeil, S.J., *Associate Professor*; B.Sc., University of Scranton; M.Div., S.T.M., Graduate Theological Union; Jesuit School of Theology; Ph.D., Boston College

Rein A. Uritam, *Associate Professor*; A.B., Concordia College; A.B., Oxford University; A.M., Ph.D., Princeton University

Andrzej Herczynski, *Research Professor*; *Laboratory Director*; M.S., Warsaw University; M.S., Ph.D., Lehigh University

Ying Ran, *Associate Professor*; B.S., Peking University; Ph.D., Massachusetts Institute of Technology

Fazel Tafti, *Assistant Professor*; B.S., University of Tehran; M.S., Ph.D., University of Toronto

Ilija Zeljkovic, *Assistant Professor*; B.S., Washington University in St. Louis; Ph.D., Harvard University

Contacts

- Graduate Program Director: 617-552-3575, physics@bc.edu
- Associate Director, Administration: Jane Carter, 617-552-6280, jane.carter@bc.edu
- Faculty Support Assistant: Nancy Chevyr, 617-552-6645, nancy.chevyr@bc.edu
- Graduate and Undergraduate Programs Assistant: Sile Power, 617-552-2195, sile.power@bc.edu
- Office and Events Assistant: Scott Bortolotto, 617-552-3575, scott.bortolotto@bc.edu
- Department phone: 617-552-3575; e-mail: physics@bc.edu;
- fax: 617-552-8478; website: www.bc.edu/physics

Graduate Program Description

The Department offers comprehensive programs of study and research leading to the degrees of Doctor of Philosophy (Ph.D.), as well as Master of Science (M.S.) and Master of Science in Teaching (M.S.T.) in conjunction with the Lynch School of Education. Courses emphasize a strong foundation in the basic principles of physics, preparing the student to undertake advanced research under the supervision of a faculty advisor. Graduate students are encouraged not only to collaborate closely with their research advisor, but also to draw upon the experience of the entire faculty and other graduate students. Our students are trained primarily to carry out independent research at the Ph.D. level, and our graduates have gone on to successful careers in many areas.

Doctoral Program

A student enters the doctoral program upon faculty recommendation after passing the Doctoral Comprehensive Examination and the Research Proposal Examination. Upon entering the doctoral program, each student shall select a field of specialization and establish a working relationship with a member of the faculty. With the approval of a faculty member, who normally shall be the principal advisor, the student shall inform the chairperson of his/her major field selection and the chairperson shall appoint a faculty Doctoral Committee consisting of at least two full-time faculty members to advise and direct the student through the remainder of his or her graduate studies.

Requirements

Required courses for the doctorate are several in the fundamental areas of classical and quantum physics, a graduate seminar, plus four additional courses in distinct areas outside the student's research specialty chosen from the graduate electives of the department or from other graduate departments with the approval of the chairperson. Two courses in condensed matter physics are strongly recommended as two of these four courses.

Some teaching or equivalent educational experience is required. This requirement may be satisfied by at least one year of service as a teaching assistant or by suitable teaching duties. Arrangements are made with each student for a teaching program best suited to his or her overall program of studies.

Comprehensive Examination

The comprehensive examination is a written exam that covers all of physics that a physics graduate student can be expected to know at the end of one year of formal course work in the curriculum; however, it will stress classical mechanics, electromagnetism, quantum mechanics, and statistical physics. The examination is prepared and administered by a faculty committee, appointed by the Chairperson, and the examination is evaluated by this committee with approval of the faculty of the department.

The examination is offered twice a year, the week before the beginning of each semester. The student must pass one of two possible

attempts in order to continue in the graduate program before the end of their second year. A student, who fails the first attempt, must make their second attempt the next time the exam is offered. The first attempt would typically be a fall exam taken a week before the beginning of the student's second fall semester. If unsuccessful, the second try would be a spring exam, one week before the beginning of their second spring semester. Exceptionally well-prepared and qualified students can make the FIRST Attempt of the exam either by arriving one week early to take a fall exam or taking a spring exam during their first year. A student choosing to do this who does not pass their first attempt must take the comprehensive examination before the next semester begins.

Research Proposal Examination

Within one year of passing the comprehensive examination, a student shall take the Research Proposal Exam (RPE). The purpose of this oral examination is for the student to assimilate work done in an area of research and to define a research project that addresses one or more open important questions in this area. The RPE will be a 40 minute, public presentation followed by 20 minute of questions by the exam committee in private. The proposal should include a detailed explanation for how it proposes to address the open questions and preferably include preliminary results. The topic of the RPE will be chosen by the graduate student's research adviser and will not necessarily be the student's ultimate thesis topic. The questions will not be restricted to RPE topic but will also require the student to demonstrate some breadth. The examination will be evaluated by a committee prepared by the student's doctoral thesis adviser and will consist of at least two additional department faculty. The student will have at most two opportunities to pass this exam. Those who do not pass the RPE on the first try must make a second attempt within six months of this time. Students will not advance to Ph.D. candidacy without passing the RPE, and after two unsuccessful attempts will not receive additional TA support from the department. Thesis Defense

Upon the student's passing performance of the RPE, the Chairperson shall recommend to the dean the appointment of a doctoral thesis committee consisting of the student's adviser who will chair the committee and at least three tenure track faculty members, with at least two from the physics department. The committee will read and evaluate the completed thesis and conduct an open meeting at which the thesis is defended in an oral examination. The thesis is accepted when endorsed on the official title page by the Doctoral Thesis Committee after the oral examination.

Admission Information

Support for qualified students is available in the form of teaching assistantships. Research assistantships are also available during the summer and academic year, depending on research area and the extent of current funding. Students are required to take the GRE Aptitude Test and Advanced Test and to have the scores submitted as part of their application. Students whose native language is not English must take the TOEFL exam. General Information

Waivers of departmental requirements, if not in violation of graduate school requirements, may be granted by recommendation of the Graduate Affairs Committee with approval of the Chairperson. A diagnostic examination is administered to entering students to help identify the strengths and weaknesses in their academic preparation, and to advise them accordingly. Students with an advanced level of physics preparation are encouraged to take the Doctoral Comprehensive Examination upon arrival thereby accelerating their progress in the program.

Research Information

The Physics Department is strongly research oriented with faculty involved in both experimental and theoretical areas. The department is one of the strongest in materials and optics research, of both fundamental and applied topics using cutting-edge facilities. Some areas of current interest are in the condensed matter physics areas of superconductivity, photovoltaics, thermoelectrics, nanomaterials, plasmonics, plasmas, topological states, 2D atomic crystals, and other strongly correlated electron systems. Cutting-edge research facilities are available to our graduate students including: Scanning Tunneling Microscopy (STM); thin film growth; Angle Resolved PhotoEmission Spectroscopy (ARPES); Raman and Infrared microscopy; low temperature and high magnetic field Seebeck; thermal and electrical conductivity; Near-Field Scanning Optical Microscopy (NSOM/A-NSOM); x-ray; NMR; materials/nano-materials; (Clean Room) preparation laboratories; graduate and undergraduate computational facilities; and access to the University computing system.

The Department of Physics is constantly enhancing and supplementing these facilities. In addition, the Department has developed strong ties to many outside facilities, including Los Alamos National Laboratory, Argonne National Laboratory, the Institute for Complex Adaptive Matter (ICAM), Brookhaven National Laboratory, the Naval Research Laboratory, and the National High Magnetic Field Laboratory. Boston College's participation in the Boston Area Graduate School Consortium enables students to cross-register for graduate courses at Boston University, Brandeis University, and Tufts University. Students wishing more detailed information can write to the Physics Department or visit www.bc.edu/physics.

Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the web at www.bc.edu/courses.

PHYS7000 Physics Colloquium (Fall/Spring: 0)

This is a weekly discussion of current topics in physics. No academic credit. No fee.

The Department

PHYS7707 Physics Graduate Seminar I (Fall: 1)

A discussion of topics in physics from the current literature.

The Department

PHYS7708 Physics Graduate Seminar II (Spring: 1)

A discussion of topics in physics from the current literature.

Hong Ding

PHYS7711 Classical Mechanics (Fall: 3)

Kinematics and dynamics, variational principles, Lagrangian and Hamiltonian formulations, canonical transformations, Hamilton-Jacobi theory, small oscillations, rigid body motion, relativistic mechanics.

Pradip Bakshi

PHYS7721 Statistical Physics I (Spring: 3)

Fundamental principles of classical and quantum statistics; kinetic theory; statistical basis of thermodynamics; ideal classical, Bose and Fermi systems; selected applications.

Gabor Kalman

PHYS7722 Statistical Physics II (Fall: 3)

Fluctuation-dissipation theorem, Kubo formalism, electron gas, of phase transitions and critical phenomena, Landau theory of phase transitions, critical exponents, scaling and an introduction to renormalization group methods.

Gabor Kalman

PHYS7732 Electromagnetic Theory I (Spring: 3)

Topics include Maxwell equations in vacuum and media, potentials and gauges, energy and momentum conservation, wave propagation, waveguides, radiating systems, scattering, diffraction, metamedia and photonic crystals.

The Department

PHYS7741 Quantum Mechanics I (Fall: 3)

Introduction includes elements of the linear algebra in Dirac notation. Topics include postulates of quantum theory, simple problems in one dimension, classical limit, harmonic oscillator, Heisenberg uncertainty relations, systems with N-degree of freedom, symmetries, rotational invariance and angular momentum, hydrogen atom and an introduction to spin. Also included is the path integration formulation of quantum theory.

Vidya Madhavan

PHYS7742 Quantum Mechanics II (Spring: 3)

Equations of motion for operators, perturbation theory, interaction of radiation with matter, identical particles, scattering theory, second quantization, relativistic equations.

Pradip Bakshi

PHYS7835 Mathematical Physics I (Fall: 3)

Matrix algebra, linear vector spaces, orthogonal functions and expansions, boundary value problems, introduction to Green's functions, complex variable theory and applications.

David Broido

PHYS8761 Solid State Physics I (Spring: 3)

Introduction to the basic concepts of the quantum theory of solids. Drude and Sommerfeld theory, crystal structure and bonding, theory of crystal diffraction, and the reciprocal lattice, Bloch theorem and electronic band structure, nearly free electron approximation and tight binding method, metals, semiconductors and insulators, dynamics of crystal lattice, phonons in metals, semiclassical theory of electrical and thermal transport, introduction to magnetism and superconductivity.

Willie Padilla

PHYS8762 Solid State Physics II (Fall: 3)

Advanced studies of the physics of solids. Elementary excitations, symmetry and symmetry-breaking, electron-electron and electron-phonon interactions, Hartree-Fock and random phase approximations, scattering theory, dielectric functions, screening, sum rules, optical properties, Landau Fermi liquid theory, disorder and localization, quantum Hall effect, quantum magnetism, superconductivity and superfluidity.

Hong Ding

PHYS8799 Readings and Research in Physics (Fall/Spring: 3)

Credits by arrangement.

By arrangement.

The Department

PHYS8801 Physics Thesis Research (Fall: 3)

A research problem of an original and investigative nature.

The Department

PHYS8888 Interim Study (Fall: 0)

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis.

The Department

PHYS8910 Seminar: Topics in Physics (Fall: 3)

A seminar course on topics in theoretical or experimental physics given in accordance with current research interests or needs of the students and faculty of the department.

The Department

PHYS9901 Doctoral Comprehensive (Fall/Spring: 1)

For students who have not yet passed the Doctoral Comprehensive but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive.

The Department

PHYS9911 Doctoral Continuation (Fall/Spring: 1)

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

The Department

Political Science

Faculty

David Lowenthal, *Professor Emeritus*; B.A., Brooklyn College; B.S., New York University; M.A., Ph.D., New School for Social Research

Marvin C. Rintala, *Professor Emeritus*; A.B., University of Chicago; A.M., Ph.D., Fletcher School of Law and Diplomacy

Robert Scigliano, *Professor Emeritus*; A.B., A.M., University of California at Los Angeles; Ph.D., University of Chicago

Ali Banuazizi, *Professor*; B.S., University of Michigan; A.M., The New School for Social Research; Ph.D., Yale University

Robert C. Bartlett, *Behrakis Professor in Hellenic Political Studies*; B.A., University of Toronto; M.A., Ph.D., Boston College

David A. Deese, *Professor*; B.A., Dartmouth College; M.A., M.A.L.D., Ph.D., Fletcher School of Law and Diplomacy

Gerald Easter, *Professor*; B.A., Boston College; Ph.D., Columbia University

Robert K. Faulkner, *Research Professor*; A.B., Dartmouth College; A.B., Oxford University; A.M., Ph.D., University of Chicago

Christopher J. Kelly, *Professor*; B.A., Yale University; M.A., Ph.D., University of Toronto

Ken I. Kersch, *Professor*; B.A., Williams College; J.D., Northwestern University; M.A., Ph.D., Cornell University

Marc K. Landy, *Professor*; A.B., Oberlin College; Ph.D., Harvard University

Jonathan Laurence, *Professor*; B.A., Cornell University; M.A., Ph.D., Harvard University

R. Shep Melnick, *Thomas P. O'Neill, Jr. Professor of American Politics*; B.A., M.A., Ph.D., Harvard University

Robert S. Ross, *Professor*; B.A., Tufts University; M.A., Ph.D., Columbia University

Kay L. Schlozman, *J. Joseph Moakley Professor*; A.B., Wellesley College; A.M., Ph.D., University of Chicago

Susan M. Shell, *Professor; Chairperson of the Department*; B.A., Cornell University; Ph.D., Harvard University

Peter Skerry, *Professor*; B.A., Tufts University; Ed.M., M.A., Ph.D., Harvard University

Nasser Behnegar, *Associate Professor*; B.A., M.A., Ph.D., University of Chicago

Timothy W. Crawford, *Associate Professor*; A.B., San Diego State University; M.A., University of San Diego; Ph.D., Columbia University

Jennifer L. Erickson, *Associate Professor*; B.A., Saint Olaf College; M.A., Ph.D., Cornell University

Dennis Hale, *Associate Professor*; A.B., Oberlin College; Ph.D., City University

Kenji Hayao, *Associate Professor*; A.B., Dartmouth College; Ph.D., University of Michigan, Ann Arbor

David A. Hopkins, *Associate Professor*; A.B., Harvard University; M.A., Ph.D., University of California, Berkeley

Jennie Purnell, *Associate Professor*; B.A., Dartmouth College; Ph.D., Massachusetts Institute of Technology

Michael T. Hartney, *Assistant Professor*; B.A., Vanderbilt University; M.A., Ph.D., University of Notre Dame

Lauren Honig, *Assistant Professor*; B.A., Northwestern University; M.A., Ph.D., Cornell University

Peter Krause, *Assistant Professor*; B.A., Williams College; Ph.D., Massachusetts Institute of Technology

Lindsey O'Rourke, *Assistant Professor*; B.A., Ohio State University; M.A., Ph.D., University of Chicago

Emily A. Thorson, *Assistant Professor*; B.A., Williams College; M.A., Ph.D., University of Pennsylvania

Paul T. Wilford, *Assistant Professor*; B.A., St. John's College; B.A., M.Phil., University of Cambridge; M.A., Ph.D., Tulane University

Kathleen Bailey, *Associate Professor of the Practice*; A.M., Fletcher School of Law and Diplomacy; A.B., Ph.D., Boston College

Paul Christensen, *Associate Professor of the Practice*; B.A., University of Washington; M.A., Ph.D., Princeton University

David M. DiPasquale, *Assistant Professor of the Practice*; B.A., Kenyon College; M.A., Boston College; A.M., Ph.D., Harvard University

Contacts

- Chairperson: Susan Shell, 617-552-4168, susan.shell@bc.edu
- Assistant Chairperson: Gerald Easter, 617-552-3491, gerald.easter@bc.edu
- Graduate Director: Nasser Behnegar, 617-552-1897, nasser.behnegar@bc.edu
- Master's Program Director: Gerald Easter, 617-552-3491, gerald.easter@bc.edu
- Department Administrator: Shirley Gee, 617-552-4144, shirley.gee@bc.edu
- Staff and Graduate Program Assistant: TBA
- Phone: 617-552-4160
- Fax: 617-552-2435
- www.bc.edu/politicalscience

Graduate Program Description

The department offers advanced study in American Politics, Comparative Politics, International Relations, and Political Philosophy. It displays a distinctive blend of philosophical and practical concerns within a tradition of friendly debate and scholarly exchange. Seminars and courses are supplemented by individual readings and informal gatherings. Both the master's and doctoral programs are flexible as to fields and courses, and they allow students to study in other Boston College departments. Graduate students in the Graduate School of the Morrissey College of Arts and Sciences are eligible to cross-register for one graduate course per semester during the academic year at

Boston University, Tufts University (not at the Fletcher School of Law and Diplomacy) and at Brandeis University with the approval of the Graduate Director or the Master's Program Director.

Master of Arts Degree

The master's program requires ten courses (30 credits) with at least one course taken in three of the department's four fields (American Politics, Comparative Politics, International Politics, and Political Theory). The passing of a written comprehensive examination completes the requirements of the program. A student is allowed to take two or, with permission, three courses in other Boston College departments, and may also receive credit for two courses by writing a thesis. If a student chooses to write a thesis, the comprehensive examination is waived.

Doctor of Philosophy Degree

Fourteen courses (42 credits) are required for students entering the program with no previous graduate work. Students generally take three courses a semester. Of the 14 courses, three may be in independent study and two (not more than one a semester) in non-graduate courses. This latter option is usually appropriate only when needed to offset a deficiency in a student's undergraduate background in a field. Generally, graduate students taking non-graduate courses are required to do additional work beyond the requirements set for undergraduates in those courses.

Admissions

An undergraduate major in political science is preferred, but not required. Applicants must demonstrate both past performance of exceptional quality in their academic work and promise of sustained excellence in the future. Three letters of recommendation must be submitted at the time of application, in addition to the transcripts and results of the Graduate Record Examination. The Department requires the general GRE test, a Statement of Purpose, and a sample of scholarly work, such as a term paper.

- Completed applications for the Ph.D. program should be submitted by January 2.
- Completed applications for the M.A. program should be submitted by February 1.

Financial Aid

The Department is usually able to provide financial support to our doctoral students for a period of four to five years, pending satisfactory performance. This financial support to our doctoral students consists of a service stipend and full tuition remission during the period that the doctoral student is funded. The service stipend is compensation for twelve to fifteen hours per week of research assistance or teaching assistance to members of the faculty or teaching assistance in undergraduate courses. Each year the Department also awards a Thomas P. O'Neill, Jr. Fellowship to one incoming student in American politics in honor of the late Speaker of the House.

Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the web at www.bc.edu/courses.

POLI7101 Graduate Readings and Research (Fall/Spring: 3)

By arrangement; by instructor permission.

A directed study in primary sources and authoritative secondary materials for a deeper knowledge of some problems previously studied or of some area in which the candidate is deficient.

The Department

POLI7727 American Political Development I (Spring: 3)

This seminar looks at the course of American history from the Federalist period of the 1790's through the end of the nineteenth century for the purpose of understanding subsequent American politics. Its axiom is that contemporary politics cannot be adequately understood without understanding its philosophical and historical underpinnings nor without examining the critical political conflicts and institutional developments that have occurred. Readings consist of original documents and secondary works by historians and political scientists.

Marc Landy

POLI7801 Master's Thesis Seminar (Fall/Spring: 3)

A research course under the guidance of a faculty member for those writing a Master's Thesis.

The Department

POLI7804 Politics and Society in the Middle East (Spring: 3)

This graduate course is open to undergraduate students with the permission of the instructor.

This graduate seminar provides a comparative survey of the Middle East and North Africa, with emphasis on the economic, social, and cultural dimensions of politics. After a broad historical introduction to the region, it explores the contemporary patterns of authority and governance, the persistence of authoritarianism and the quest for democracy, ethnicity and identity politics, economic inequality and class relations, the dominant role of religion in politics, minority rights, and gender relations. A special focus in the latter part of the seminar will be on the social bases, ideologies, dynamics, and consequences of the recent revolutionary and protest movements in the region.

Ali Banuazizi

POLI7807 International Relations Field Seminar (Spring: 3)

This graduate-level seminar provides an overview of the field of international relations. It seeks to provide students with a substantive understanding of the dominant theoretical perspectives and debates within the field; to evaluate the strengths and weaknesses of contrasting arguments within those debates; to ground empirical topics in the context of these broader theoretical issues; and to provide a theoretical foundation for academic research and teaching in international relations. It is recommended for graduate students who plan to major or minor in International Relations.

Jennifer L. Erickson

POLI7814 Religion in International Politics (Fall: 3)

This course is open to advanced undergraduate students with the permission of the instructor.

This seminar examines the role of religious communities and religious institutions in foreign affairs, including the practice of state-church relations and the rights of religious minorities across borders. We will focus on the international implications of domestic religious politics with particular reference to contemporary Europe and the Middle East/North Africa regions.

Jonathan Lawrence

POLI7816 Russian Revolution in Comparative Perspective (Fall: 3)

The seminar surveys the Comparative Politics theoretical literature on revolution. The case studies include an extended and in-depth focus on the Russian Revolution as well as other Great Revolutions in history.

Gerald Easter

POLI7817 The Political Economy of Development (Fall: 3)

This is a graduate-level course on the political economy of development. This course examines the political roots of economic development with attention to the role of institutions, redistributive politics, and governance. In addition to studying the key debates within the political economy of development, this course examines comparative methodologies and how empirical evidence is used.

Lauren Honig

POLI7818 Global Public Goods and Cooperation in International Politics (Spring: 3)

Some of our most urgent challenges, from global warming and international financial crises to nuclear proliferation, global epidemics or disruption of the internet, can be understood as "global public goods." These require international actors to bargain, coordinate and collaborate in reaching effective responses. This seminar investigates the nature of public goods and collective action in order to help understand these pressing challenges, possible responses to them, and how politics both limits and opens opportunities for policy formation. It begins with prevalent theories about the production of public goods, from the local to transnational and global, and analysis of their governance. It then studies in depth three case studies, providing international financial stability, slowing the spread of nuclear weapons worldwide, and mitigating global climate disruption. It concludes by examining the implications of rising socio-economic inequality in major countries worldwide.

David Deese

POLI7819 Seminar: Current Issues in the U.S. Foreign Policy (Fall: 3)

This graduate course will deal with current issues in U.S. Foreign Policy.

Lindsay O'Rourke

POLI7901 Contemporary Political Theory (Spring: 3)

An introduction to the major contemporary political theorists, including Weber, Schmitt, Arendt, and Oakeshott.

Paul Wilford

POLI7902 Field Seminar in Political Philosophy (Spring: 3)

This course will read some of the classic texts in political theory and consider issues such as the nature of the regime, the modern state, constitutionalism, and religion and politics. Authors read will include Aristotle, Machiavelli, Hobbes, Aquinas, Augustine, Montesquieu, Rousseau, and Nietzsche.

Christopher Kelly

POLI7911 Aristotle's *Politics* (Spring: 3)

A close study of Aristotle's *Politics*.

Robert C. Bartlett

POLI7919 Kant's *Politics* (Fall: 3)

In his famous essay *Toward Perpetual Peace* [1795/97] Kant writes: "True politics...cannot take a single step without already having paid homage to morality." What does Kant mean "the true politics" and in what sense must it first "pay homage" to morality? We will address these questions through a reading of Kant's principle political works, including through a study of *Perpetual Peace*, *The Metaphysics of Morals* (Part One), *Theory and Practice*, *What is Enlightenment*, *Idea for a Universal History*, and *The Conflict of the Faculties*, Part Two.

Susan Shell

POLI7938 The Political Philosophy of Rousseau (Fall: 3)

This course will focus on Rousseau's last work, *The Reveries of the Solitary Walker*. It will consider the relation between the private pursuit of happiness and civic duty.

Christopher Kelly

POLI7982 Seminar: The Political Philosophy of John Locke (Fall: 3)

Modern liberalism involves a critique of the older understandings of the basis and the ends of government, a critique that led to the transformation of the relationship between politics and religion. This course will focus on Locke's major political writings in order to understand this revolution in thought.

Nasser Behnegar

POLI7996 Dissertation Seminar I (Fall: 1)

Only students who have passed their doctoral comprehensives should take this course.

This course will involve discussions of all stages of the dissertation from proposal to defense. In addition it will address issues of professional development such as teaching, conference participation, and interviewing for jobs.

Nasser Behnegar

POLI7997 Dissertation Seminar II (Spring: 1)

This course is a continuation of POLI7996 Dissertation Seminar I. Only students who have passed their doctoral comprehensives should take this course.

This course will involve discussions of all stages of the dissertation, from proposal to defense. In addition, it will address issues of professional development such as teaching, conference participation, and interviewing for jobs.

Nasser Behnegar

POLI8101 Masters Interim Study (Fall/Spring: 0)

Required for Master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for Master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis. Interim Study requires a commitment of at least 20 hours per week working on the thesis.

The Department

POLI9901 Doctoral Comprehensive (Fall/Spring: 1)

For students who have not yet passed the Doctoral Comprehensive but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive.

The Department

POLI9911 Doctoral Continuation (Fall/Spring: 1)

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

The Department

Psychology**Faculty**

Hiram H. Brownell, *Professor*; B.A., Stanford University; M.A., Ph.D., Johns Hopkins University

Elizabeth A. Kensinger, *Professor*; B.A., Harvard University; Ph.D., Massachusetts Institute of Technology

James A. Russell, *Professor*; B.A., M.A., Ph.D., University of California, Los Angeles

Scott D. Slotnick, *Professor*; M.S., Ph.D., University of California, Berkeley

Ellen Winner, *Professor*; *Chairperson of the Department*; B.A.,

Radcliffe College; Ph.D., Harvard University

Donnah Canavan, *Associate Professor*; A.B., Emmanuel College; Ph.D., Columbia University

Sara Cordes, *Associate Professor*; B.A., University of California; M.S., Ph.D., Rutgers University

Michael Moore, *Associate Professor*; A.B., A.M., Ph.D., Harvard University

Gorica D. Petrovich, *Associate Professor*; B.S., University of Belgrade, Serbia; Ph.D., University of Southern California

Karen Rosen, *Associate Professor*; B.A., Brandeis University; Ph.D., Harvard University

Ehri Ryu, *Associate Professor*; M.A., Ph.D., Arizona State University

Joseph J. Tecce, *Associate Professor*; A.B., Bowdoin College; M.A., Ph.D., The Catholic University of America

Liane Young, *Associate Professor*; B.A., Harvard College; Ph.D., Harvard University

John Christianson, *Assistant Professor*; B.A., Susquehanna University; M.A., Ph.D., University of New Hampshire

Joshua Hartshorne, *Assistant Professor*; B.A., Oberlin College; M.A., Ph.D., Harvard University

Katherine McAuliffe, *Assistant Professor*; B.Sc., University of King's College and Dalhousie University; M. Phil., University of Cambridge; Ph.D., Harvard University

Michael McDannald, *Assistant Professor*; B.A., University of Illinois at Urbana-Champaign; M.S., Ph.D. Johns Hopkins University

Maureen Ritchey, *Assistant Professor*; B.A., University of Notre Dame; Ph.D., Duke University

Hao Wu, *Assistant Professor*; B.S., Beijing University; Ph.D. Ohio State University

Gene Heyman, *Senior Lecturer*; B.A., University of California at Riverside; Ph.D., Harvard University

Jeffrey A. Lamoureux, *Senior Lecturer*; A.B., University of Vermont; Ph.D., Duke University

Andrea Heberlein, *Lecturer*; B.A., University of Pennsylvania; Ph.D., University of Iowa

Sean MacEvoy, *Lecturer*; Sc.B., Ph.D., Brown University

Contacts

- Psychology Department Office: 617-552-4100, psychoffice@bc.edu
- Chair: Ellen Winner, McGuinn 343, 617-552-4118, ellen.winner@bc.edu
- Associate Chair and Undergraduate Program Director: Michael Moore, McGuinn 432, 617-552-4119, michael.moore@bc.edu
- Graduate Program Director: Scott Slotnick, McGuinn 330, 617-552-4188, scott.slotnick@bc.edu
- Associate Director, Finance and Research Administration: Barbara O'Brien, 617-552-4102, barbara.obrien@bc.edu
- Graduate and Undergraduate Programs Administrator: Michael Ring, 617-552-4100, psychoffice@bc.edu
- Programs/Faculty Support Assistant: Ryan Hynes, 617-552-4100, psychoffice@bc.edu
- www.bc.edu/psychology

Graduate Program Description

The Psychology Department at Boston College offers two graduate programs, all research-oriented: a doctoral (Ph.D.) program and a B.A.-B.S./M.A. program. Completion of the doctoral program typically requires four to five years of training after the bachelor's degree. Completion of the B.A.-B.S./M.A. program requires one consecutive year beyond the B.A. or B.S.

The Ph.D. program requires that students devote 100 percent of their time and effort to their studies, including summers. Students are admitted whose interests fall within or bridge one or more of our five areas of concentration, listed below. Our program requires adequate preparation, ability, maturity, and motivation to pursue a demanding program of individual research and scholarship. Because of our emphasis on research and on a mentoring relationship with one member of the faculty, a principal criterion for admission to our graduate programs is that a student's interests be compatible with those of at least one member of the faculty. Each student is admitted to work with a faculty member as his/her advisor.

The B.A.-B.S./M.A. program is limited to students who are majoring in psychology at Boston College. The program is designed to allow selected students to earn both a B.A. or B.S. and an M.A. in Psychology in five years. The purpose of the program is to allow students a greater opportunity for concentrated study and research training. Such training is excellent preparation for application to a Ph.D. program in any area of psychology. Undergraduate Psychology majors may apply to continue their studies beyond the B.A.-B.S. and to earn an M.A. with the equivalent of another, consecutive year of full-time study. It is limited to Boston College undergraduates, and the fifth year must follow immediately after the fourth.

The Psychology Department's areas of concentration are:

- Behavioral Neuroscience
- Cognitive Neuroscience
- Developmental Psychology
- Quantitative Psychology
- Social Psychology

Visit the department's website at www.bc.edu/psychology for additional information on these areas.

General Information

Visit the department's website at www.bc.edu/psychology and find detailed information about the research interests of individual faculty members, the requirements for completing the program, and the Graduate Program Handbook. For application materials or further information, visit www.bc.edu/schools/gsas/admissions.html.

The deadline for applications to the Ph.D. program is December 15. Applications are accepted for fall term admissions only. Applicants should submit:

- Application form
- Official transcripts
- GRE and (optionally) GRE Psychology subject scores
- Three letters of recommendation
- Statement of research interests
- Application Fee

The deadline for applications to the B.A.-B.S./M.A. is February 1 of the student's junior year. Applicants should submit:

- Application form
- Official transcripts
- Two letters of recommendation
- Statement of research interests

Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the web at www.bc.edu/courses.

PSYC6602 Analysis with Missing Data (Fall/Spring: 3)

This course is to provide an introduction to the theory and application of analytic strategies for analyzing data with missing values. The course will cover traditional and modern approaches to dealing with missing data. SAS and Mplus will be used as primary software packages. Students must have completed graduate level courses in multiple regression and structural equation modeling.

Elhri Ryu

PSYC6603 Research Workshop in Quantitative Psychology I (Fall: 3)

Graduate students and faculty in the field of Quantitative Psychology discuss ongoing research; undergraduates may audit with permission of the instructor.

The Department

PSYC6604 Research Workshop in Quantitative Psychology II (Spring: 3)

Graduate students and faculty in the field of Quantitative Psychology discuss ongoing research; undergraduates may audit with permission of the instructor.

The Department

PSYC6625 Graduate Independent Study (Fall/Spring: 3)

The Department

PSYC6640 Research Workshop in Social Psychology I (Fall: 3)

Graduate students and faculty in the field of Social Psychology discuss ongoing research; undergraduates may audit with permission of the instructor.

The Department

PSYC6641 Research Workshop in Social Psychology II (Spring: 3)

Graduate students and faculty in the field of Social Psychology discuss ongoing research; undergraduates may audit with permission of the instructor.

James Russell

PSYC6660 Research Workshop in Developmental Psychology I (Fall: 3)

Graduate students and faculty in the field of Developmental Psychology discuss ongoing research; undergraduates may audit with permission of the instructor.

Ellen Winner

PSYC6661 Research Workshop in Developmental Psychology II (Spring: 3)

Graduate students and faculty in the field of Developmental Psychology discuss ongoing research; undergraduates may audit with permission of the instructor.

Ellen Winner

PSYC6672 Research Workshop in Cognitive Neuroscience I (Fall: 3)

Graduate students and faculty in the field of Cognitive Neuroscience discuss ongoing research; undergraduates may audit with permission of the instructor.

Elizabeth Kensinger

PSYC6673 Research Workshop in Cognitive Neuroscience II

(Spring; 3)

Graduate students and faculty in the field of Cognitive Neuroscience discuss ongoing research; undergraduates may audit with permission of the instructor.

*Elizabeth Kensinger***PSYC6686 Research Workshop in Behavioral Neuroscience I**

(Fall; 3)

Graduate students and faculty in the field of Behavioral Neuroscience discuss ongoing research; undergraduates may audit with permission of the instructor.

*Gorica Petrovich***PSYC6687 Research Workshop in Behavioral Neuroscience II**

(Spring; 3)

Graduate students and faculty in the field of Behavioral Neuroscience discuss ongoing research; undergraduates may audit with permission of the instructor.

*Gorica Petrovich***PSYC6691 Professional Development Workshop I (Fall: 0)**

Graduate students meet once a month to discuss issues related to professional development in academic and non-academic settings.

*Scott Slotnick***PSYC6692 Professional Development Workshop II (Spring: 0)**

Continuation of PSYC6691.

*Scott Slotnick***PSYC8888 Interim Study (Fall: 0)***The Department***PSYC9999 Doctoral Continuation (Fall/Spring: 1)**

All students who have been admitted into Doctoral Candidacy must register and pay the fee for Doctoral Continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week on the dissertation.

*The Department***Romance Languages and Literatures****Faculty**

Matilda Tomaryn Bruckner, *Professor Emerita*; A.B., Bryn Mawr College; Ph.D., Yale University

Rena A. Lamparska, *Professor Emerita*; LL.M., University of Wrocław; M.A., Catholic University of America; Ph.D., Harvard University

Vera Lee, *Professor Emerita*; A.B., Russell Sage College; A.M., Yale University; Ph.D., Boston University

J. Enrique Ojeda, *Professor Emeritus*; M.A., Ph.D., Harvard University

Harry L. Rosser, *Associate Professor Emeritus*; B.A., College of Wooster; M.A., Cornell University; Ph.D., University of North Carolina at Chapel Hill

Rebecca M. Valette, *Professor Emerita*; B.A., Mt. Holyoke College; Ph.D., University of Colorado

Robert L. Sheehan, *Associate Professor Emeritus*; B.S., Boston College; A.M., Ph.D., Boston University

Franco Mormando, *Professor; Chairperson of the Department*; B.A., Columbia University; M.A., Ph.D., Harvard University

Kevin Newmark, *Professor*; B.A., Holy Cross; M.A., Middlebury College; France; Ph.D., Yale University

Elizabeth Rhodes, *Professor*; B.A., Westhampton College, University of Richmond; M.A., Ph.D., Bryn Mawr College

Sarah H. Beckjord, *Associate Professor*; B.A., Harvard University; M.A., Ph.D., Columbia University

Stephen Bold, *Associate Professor*; B.A., University of California; M.A., Ph.D., New York University

Régine Michelle Jean-Charles, *Associate Professor*; B.A., University of Pennsylvania; A.M., Ph.D., Harvard University

Ernesto Livon-Grosman, *Associate Professor*; B.A., Empire State College; M.A., Ph.D., New York University

Irene Mizrahi, *Associate Professor*; B.Sc., Technion-Israel Institute of Technology; M.A., Ph.D., University of Connecticut

Laurie Shepard, *Associate Professor*; B.A., Wesleyan University; M.A., Ph.D., Boston College

Mattia Acetoso, *Assistant Professor*; B.A., University of Bologna; M.A., M.Phil., Ph.D., Yale University

Jeff Flagg, *Professor of the Practice*; B.A., University of Massachusetts; M.A., Brown University; Ph.D., Boston University

Joseph Breines, *Associate Professor of the Practice*; B.A., University of Michigan, Ann Arbor; M.A., Boston University; M.A.T., Oakland University; Ph.D., Yale University

Silvana Falconi, *Assistant Professor of the Practice*; B.A., Feminine University of Sacred Heart, Lima-Peru; M.A., Ph.D., Purdue University

Brian O'Connor, *Assistant Professor of the Practice*; B.A., Northern Illinois University; M.A., Ph.D., Boston College

Esther Gimeno Ugalde, *Assistant Professor of the Practice*; B.A., Pompeu Fabra University, Barcelona; M.A., Ph.D., University of Vienna

Andrea Javel, *Senior Lecturer*; B.A., University of Dayton; M.A., Université René Descartes (Paris); M.Ed., Harvard University

Contacts

- Administrative Assistant: Joanna Doyle, 617-552-3821, joanna.doyle@bc.edu
- Romance Languages & Literatures Department office: 617-552-3820, rll@bc.edu
- www.bc.edu/rll

Graduate Program Description**The M.A. Programs**

The Department includes the fields of French, Italian, and Hispanic (Peninsular and Spanish American) literatures and film. The M.A. is granted in French, Hispanic Studies, and Italian. It is designed to develop and strengthen teachers at the secondary school level and to prepare students to continue their studies in a Ph.D. program.

Deadlines and Prerequisites for Admission

The M.A. application is due on February 2. Students applying for admission to graduate degree programs in the Romance literatures must satisfy the following prerequisites: (1) a general coverage of their major literature at the undergraduate level; (2) a formal survey course or a sufficient number of courses more limited in scope; (3) at least four semesters of advanced work in period or general courses in the major literature. There is no G.R.E. requirement for M.A. candidates. For complete information concerning the graduate programs, visit www.bc.edu/schools/cas/romlang/gradprog/handbook.html.

Master of Arts Degree in French, Hispanic, or Italian Literature and Culture

- Thirty credits (i.e., ten courses) in Romance Languages and Literatures courses.
- M.A. candidates may receive a maximum of nine credits for courses taken in languages/literatures other than the primary language/literature of study, including courses on literary theory, pedagogy, and linguistics. Included in this limit, and with the approval of the Graduate Studies Committee, up to six credits may be earned from courses in related areas of study, or from courses taken at other institutions.
- Distribution Requirement in French: Each French student should endeavor to take at least one course from as many different areas of the curriculum as possible (Medieval, Early Modern, eighteenth century, nineteenth century, twentieth century, Francophonie). The fulfillment of the Distribution Requirement is to be overseen and verified by the Faculty Advisor.
- Distribution Requirement in Hispanic Studies: Hispanic Studies students must take a minimum of nine credits in Peninsular Spanish and nine credits in Spanish American Literature.
- Distribution Requirement in Italian: Each semester the Italian section faculty offer two 8000-level graduate seminars (and/or 5000-level advanced courses open to graduate students and qualified undergraduates). M.A. students in Italian are required to take both of these 8000-level or 5000-level courses each semester.
- Entering M.A. students in French and Hispanic Studies are strongly encouraged to take FREN7704 Explication de textes, and SPAN9901 Advanced Textual Analysis in Spanish and/or SPAN9904 Topics in Advanced Literary Analysis, respectively, during their first year of graduate study.
- Students wishing to register for Consortium Institution courses may do so in their second year of study, and must secure permission from the Graduate Program Director during the semester before they plan to enroll.

Further information on the Graduate Program, including funding in the Department of Romance Languages and Literatures can be found at www.bc.edu/schools/cas/romlang/gradprog/handbook.html.

French

Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the web at www.bc.edu/courses.

FREN7750 Reading Jacques Derrida (Spring: 3)

Cross listed with ENGL7753 and PHIL7753

Open to undergraduates with permission of instructor

This course will examine some of the fundamental ways that the work of Jacques Derrida has contributed to altering the context in which the humanities can be understood and studied within the modern university. It will take examples from Derrida's repeated interventions in such disciplines as literature, philosophy, theology, and history. By situating Derrida's work at the margins where accepted demarcations between the disciplines begin to blur, the course will suggest new possibilities for conducting interdisciplinary work in the future.

Kevin Newmark

FREN7780 Readings in Theory (Spring: 3)

Cross listed with PHIL7780 and ENGL7780

Conducted in English. Open to undergraduates with permission of instructor only. Fulfills a Ph.D. requirement in Romance Languages and Literatures.

This course is organized as an introduction to the reading of literary theory for graduate students in various disciplines. Its aim is to develop an awareness of and sensitivity to the specific means and consequences of interpreting literary and extra-literary language today. The course allows students to acquire a basic familiarity with some of the most formative linguistic, philosophical, and anthropological antecedents underpinning any attempt to understand and account for the special status reserved for rhetorical language in literature or beyond it. Readings from Saussure, Levi-Strauss, Jakobson, Barthes, Lacan, Ricoeur, Geertz, Austin, Derrida, and de Man, among others.

Kevin Newmark

Italian

Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the web at www.bc.edu/courses.

ITAL8826 Fifteenth-Century Florence: The Humanists (Spring: 3)

Conducted in Italian

The seminar will examine the arc of fifteenth-century Florentine Humanism, from its expansive opening with Salutati and Bruni, to its introverted close with the lessons of Savonarola. Readings will also include texts by Bracciolini, Alberti, Landino, Ficino, Lorenzo, Valla, della Mirandola, and Poliziano. Humanism transformed the way in which texts are read and our relationship with the past, and it became the impetus for renewal in almost every field of human endeavor. We will explore Humanism's impact, and ask how such intellectual creativity was nurtured in a century of civil strife, periodic famine and plague, warfare and ecclesiastical turmoil.

Laurie Shepard

ITAL8830 Bernini and the Baroque (Fall: 3)

Open to both graduate and undergraduate students

An interdisciplinary study of the art, literature and culture of the Baroque age (ca. 1600–1680), focusing on its epicenter, the city of Rome, and on the one artist who more than any other defined and disseminated that style, Gian Lorenzo Bernini. Against the backdrop of the political and institutional crises and social-religious metamorphoses of the period, we will explore the fertile and intimate inter-relationship between the arts (sculpture, architecture, theater, music) and the other forms of cultural expression.

Franco Mormando

Romance Languages and Literatures

Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the web at www.bc.edu/courses.

RLRL7799 Readings and Research (Fall/Spring: 3)

By arrangement

The Department

RLRL9900 Graduate and Professional Seminar (Fall: 1)

The seminar presents a systematic introduction to the issues and topics of graduate student life and preparation for a successful career. Discussions will include professional ethics, strategies for conference

participation, publication, the evolving role of theory, the roles of literature and language in the classroom, long-term career planning, and specific information on departmental requirements.

The Department

RLRL9998 Doctoral Comprehensive (Fall/Spring: 1)

For students who have not yet passed the Doctoral comprehensive but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive.

The Department

RLRL9999 Doctoral Continuation (Fall/Spring: 1)

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay for the doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

The Department

Hispanic Studies

Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the web at www.bc.edu/courses.

SPAN9901 Advanced Textual Analysis in Spanish (Fall: 3)

Conducted in Spanish. Required of all beginning graduate students in Hispanic Studies.

An intensive writing workshop designed to improve students' skills in textual analysis. This course includes the practice of various types of professional writing: summaries, critical analyses, book reviews, and oral presentations. Students confront a sophisticated range of critical terms from the fields of linguistics and critical theory and practice using those terms. Class members engage in peer review, summarize critical readings, and conduct advanced bibliographic research.

Irene Mizrahi

SPAN9920 The Spanish Civil War in Words and Images (Fall: 3)

Conducted in Spanish. Open to undergraduates with permission of instructor.

This course critically examines representations of the Spanish Civil War across various media including propaganda posters, photography, film, television, and literature. Students will analyze texts produced during the Spanish Civil War as well as posterior cultural production, focusing in particular on the intersections between art and ideology, and examining how representations of the civil conflict serve political, religious, or feminist ends. Secondary readings will draw upon a range of theoretical frameworks, including Marxist, feminist, and trauma theory.

Wan Tang

SPAN9938 Reading Portraits: Poetry and Painting in Baroque

Spain (Spring: 3)

Conducted in Spanish

This course takes an interdisciplinary approach to exploring one of the most important aspects of Golden Age Spanish culture: the relationship between poetry and painting. We will examine poetical texts that present the perspective of poets who painted, who wrote about painters and paintings, and who reflected on their own painted portraits. With the help of visual materials, we will study the aesthetic problems inherent to ekphrastic poetry, and its relationship with emblematic literature.

Leticia Mercado

SPAN9943 Historiography, Memory, and Autobiography in

Colonial Latin American Texts (Spring: 3)

Conducted in Spanish

The European encounter with the New World brought about violent conflict and posed intellectual and material challenges perhaps unprecedented in Western civilization. In this course we will undertake a close study of the fascinating and extraordinarily rich works at the origins of the Latin American literary tradition, exploring literary themes such as discovery and shipwreck, possession and loss, and the ways in which authors use them to inscribe themselves as narrators. We will review the range of medieval and renaissance discursive practices at play in the texts and the ways that authors employ and subvert them, as well as critical debates and approaches of our times.

Sarah H. Beckjord

SPAN9950 Introduction to Literary Theory (Fall: 3)

Conducted in Spanish

Organized as a seminar, this course will discuss some of the most influential theoretical schools of the last hundred years. From Structuralism, through Deconstruction to Cultural Studies and beyond, we will read a selection of essays as if in direct dialogue with each other not so much to create a linear sense of history but to point at the different concerns put forward by each of them. Those readings will include works by Roland Barthes, Jacques Derrida, Clifford Geertz, Barbara Johnson, Josefine Ludmer, Carlos Monsivais, Silviano Santiago, and Néstor García Canclini among others.

Ernesto Livon-Grosman

SPAN9952 Spanish Romanticism (Spring: 3)

In this course we will study the major works (prose, poetry, and theater) of nineteenth-century Spanish Romanticism. We will consider romantic irony, as well as the relations of gender differences to literature, and read essays in criticism, feminist history, theory, and interpretation.

Irene Mizrahi

SPAN9985 Applied Linguistics and Teaching Methodology in

Spanish (Spring: 3)

The course is designed for graduate students who already have some experience in teaching and are looking for specific training in language teaching, as well as for undergraduate students with an excellent command of Spanish who are interested in language teaching.

The aim of this seminar is to provide students with a solid basis in the tenets of second language acquisition (SLA) and recent developments in the field of applied linguistics, with an emphasis on teaching methodology of the Spanish language. Students will develop a reflective attitude toward the teaching-learning process and acquire the required pedagogical tools and metalinguistic awareness to conduct successful teaching. Practical aspects such as class planning, selection and production of teaching materials, and students' assessment will be discussed throughout the semester. Among other projects, students will work on their own pedagogical materials portfolio with the professor's supervision.

Esther Gimeno Ugaldé

Slavic and Eastern Languages and Literatures

Faculty

Maxim D. Shrayder, *Professor*; B.A., Brown University; M.A., Rutgers University; M.A., M.Phil., Ph.D., Yale University

Cynthia Simmons, *Professor*; A.B., Indiana University; A.M., Ph.D., Brown University

Margaret Thomas, *Professor*; B.A., Yale University; M.Ed., Boston University; A.M., Ph.D., Harvard University

Sing-chen Lydia Chiang, *Associate Professor*; *Coordinator, East Asian Languages*; B.A., National Taiwan University; M.A., University of Washington; Ph.D., Stanford University

Michael J. Connolly, *Associate Professor*; *Assistant Chairperson of the Department*; A.B., Boston College; Ph.D., Harvard University

Franck Salamch, *Associate Professor*; *Chairperson of the Department*; *Coordinator, Near Eastern Languages and Literatures*; B.A., University of Central Florida; M.A., Boston University; Ph.D., Brandeis University

Atef N. Ghobrial, *Assistant Professor of the Practice (Arabic)*; *Coordinator, Arabic Program*; B.A., Cairo University; M.A., Ph.D., Boston University

Fang Lu, *Assistant Professor of the Practice (Chinese)*; B.A., M.A., Beijing Normal University; Ph.D., Simon Fraser University

Contacts

- Administrative Assistant: Korina Tazbir, 617-552-3910, tazbir@bc.edu
- www.bc.edu/sl

Graduate Program Description

Program Overview

The Department administers three different Master of Arts degree programs—Linguistics, Russian, and Slavic Studies. Additionally, the Department participates in a program for the Master of Arts in Teaching (M.A.T.) with the Lynch School of Education (LSOE) and entertains applications for dual M.A./M.B.A. and J.D./M.A. degrees.

A B.A.-M.A. option is available for Boston College undergraduates.

Graduate Admission

For admission to M.A. candidacy in Russian or Slavic Studies, students must be able to demonstrate a working knowledge of the Russian language equivalent at the very least to the proficiency expected at the end of three years (advanced level) of college study. They must also be acquainted with the major facts of Russian literature and history.

Students applying in Linguistics, a program that stresses the interdisciplinary nature of linguistics (i.e., not restricted to Slavic topics), should have a good preparation in languages and some undergraduate level work in linguistics.

Slavic Studies and Linguistics programs involve a significant proportion of work in other departments of the University, and candidates in these areas are expected to meet all prerequisites for such courses and seminars.

Students must also be prepared, in the course of studies, to deal with materials in various languages as required. Students with an undergraduate degree who require preparation for admission to the M.A. program may apply as special students. This mode of application is suited to those who are looking for post-undergraduate courses without enrolling in a formal degree program and for guests from other universities.

Degree Requirements

- All M.A. programs require:
• a minimum of thirty credits in prescribed graduate-level course work

- qualifying and special field examinations
- a supervised research paper of publishable quality on an approved topic.

The grades for the qualifying examinations, special-field examinations, and the research paper are reported to the Office of Student Services as a single comprehensive examination grade. Comprehensive examination sectors are in written or oral format, depending on the nature of the subject matter.

The Department has exemption procedures to allow limited substitution of requirements. A student may apply up to six credits of advanced work from other universities or research institutes toward program requirements, provided this work has not been previously applied to an awarded degree.

Course Information

Courses numbered below 3000 do not normally apply for graduate degree credit but are open to interested graduate and special students.

Linguistics

Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the web at www.bc.edu/courses.

LING8888 Interim Study (Fall/Spring: 0)

The Department

Sociology

Faculty

Sarah Babb, *Professor*; B.A., University of Michigan; M.A., Ph.D., Northwestern University

Charles Derber, *Professor*; A.B., Yale University; Ph.D., University of Chicago

William A. Gamson, *Professor*; A.B., Antioch College; A.M., Ph.D., University of Michigan

Sharlene Hesse-Biber, *Professor*; A.B., A.M., Ph.D., University of Michigan

Andrew Jorgenson, *Professor*; *Chairperson of the Department*; B.S., University of Utah; Ph.D., University of California, Riverside

Stephen J. Pfohl, *Professor*; B.A., The Catholic University of America; M.A., Ph.D., The Ohio State University

Juliet Schor, *Professor*; B.A., Wesleyan University; Ph.D., University of Massachusetts

John B. Williamson, *Professor*; B.S., Massachusetts Institute of Technology; Ph.D., Harvard University

Brian Gareau, *Associate Professor*; B.A., Providence College; M.S., Washington State University; M.A., Ph.D., University of California, Santa Cruz

Paul S. Gray, *Associate Professor*; A.B., Princeton University; A.M., Stanford University; A.M., Ph.D., Yale University

Zine Magubane, *Associate Professor*; B.A., Princeton University; M.A., Ph.D., Harvard University

Michael A. Malec, *Associate Professor*; B.S., Loyola University; M.S., Ph.D., Purdue University

Shawn McGuffey, *Associate Professor*; B.A., M.A., Transylvania University; Ph.D., University of Massachusetts, Amherst

Sara Moorman, *Associate Professor*; B.S., B.A., Pennsylvania State University; M.S., Ph.D., University of Wisconsin-Madison

Natasha Sarkisian, *Associate Professor*; B.A., State Academy of Management, Moscow, Russia; M.A., Ph.D., University of Massachusetts, Amherst

Eve Spangler, *Associate Professor*; A.B., Brooklyn College; A.M., Yale University; Ph.D., University of Massachusetts

Julia Chuang, *Assistant Professor*; B.A., Harvard University; M.A., Ph.D., University of California, Berkeley

Wen Fan, *Assistant Professor*; B.A., Renmin University of China, Beijing; Ph.D., University of Minnesota

Gustavo Morello, S.J., *Assistant Professor*; B.A., Universidad Del Salvador, Argentina; M.A., Universidad Nacional de Córdoba, Argentina; Ph.D., University of Buenos Aires, Argentina

Lisa Dodson, *Research Professor*; B.A., M.A., Boston University; Ph.D., Brandeis University

Eva Marie Garrouette, *Associate Research Professor*; B.A., Houghton College; M.A., SUNY, Buffalo; M.A., Ph.D., Princeton University

Contacts

- 617-552-4130
- www.bc.edu/sociology
- sociology@bc.edu

Graduate Program Description

Below is a general description of our M.A. and Ph.D. programs. For more detailed information, see our Guide to Graduate Study at www.bc.edu/schools/cas/sociology/grad/handbook.html.

Master's Program in Sociology and Social Research

The M.A. program prepares students for careers in the areas of social research, applied sociological analysis, and basic college-level teaching, while also providing the foundation for advanced graduate level study toward the Ph.D.

Admissions: Superior students, regardless of their undergraduate area of specialization, are encouraged to apply. Applicants should submit, in addition to the usual transcripts and letters of reference, a statement of purpose, a writing sample, and any other information that might enhance their candidacy. GREs are required. Apply online at www.bc.edu/content/bc/schools/gsas/admissions/applynow.html.

Master's Degree Requirements: To receive the Master's Degree in Sociology and Social Research, the student must complete 30 credit hours (generally 10 courses). The required courses for all students are the following: a course in methods of social inquiry (SOCY7710) in the first semester of study, one semester of sociological theory (SOCY7715 or SOCY7716), and two semesters of statistics (e.g., SOCY7703 and SOCY7704). With permission of the Graduate Program Director, students may complete either a Master's Thesis or a Master's Paper. Students completing a Thesis or Paper are required to take a course in empirical research (SOCY7711) in the second semester of study and a seminar in writing in their second year (SOCY7761); students not writing a Thesis or Paper are required to take an elective research methods course.

Doctoral Program

The Ph.D. program seeks to combine the rigors of scholarly analysis with a commitment to social justice in a wide range of social institutions and settings. It prepares students for careers as researchers and university and college faculty.

Admissions: The primary criteria for admission are academic performance and promise of outstanding independent work. Applicants should submit, in addition to the usual transcripts and letters of reference, a statement of purpose, a writing sample, and any other information that might enhance their candidacy. GREs are required. Apply online at www.bc.edu/content/bc/schools/gsas/admissions/applynow.html.

Ph.D. Degree Requirements: The doctoral degree is fulfilled by completing a course in methods of social inquiry (SOCY7710)

in the first semester of study, two semesters of sociological theory (SOCY7715 and SOCY7716), two semesters of statistics (e.g., SOCY7703 and SOCY7704), an M.A. Thesis or Paper (which entails taking SOCY7711 in the second semester of study and SOCY7761 in the second year of study), plus elective courses (to include at least one additional course in research methods) for a total of 54 credits. Other requirements include meeting a one year full-time residency requirement, passing general comprehensive examinations, completing a doctoral dissertation, and passing an oral defense.

Ph.D./M.B.A. Program (M.A./M.B.A. also offered)

The Department and the Carroll Graduate School of Management administer this dual degree program, which trains social researchers in business and the work environment, and trains managers in social research techniques appropriate to their needs. The program is interdisciplinary, focusing on topics such as corporate responsibility and accountability, social investment, workplace democracy, and industrial relations. Contact Sociology Professor Paul Gray at gray@bc.edu for additional information. Apply online to both schools, the Graduate School of the Morrissey College of Arts and Sciences at www.bc.edu/schools/gsas/admissions/applynow.html and the Carroll Graduate School of Management at www.bc.edu/schools/csom/graduate/mba.html.

Financial Assistance

The Department has a limited number of financial assistance packages in the form of Graduate Teaching and Research Assistantships, Graduate Fellowships, and tuition waivers, with all candidates accepted to the Ph.D. program who remain in good academic standing assured of receiving funding for five years. No separate applications for financial assistance are necessary.

Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the web at www.bc.edu/courses.

SOCY7101 Readings and Research (Fall/Spring; 3)

Independent research on a topic mutually agreed upon by the student and the professor. Professor's written consent must be obtained prior to registration.

The Department

SOCY7102 Research Practicum (Fall; 6)

Registration requires prior approval of the instructor.

In this apprenticeship-style course, students will do substantive reading, contribute to research design/instrumentation, conduct fieldwork and collaborate in data analysis and writing. With a focus on research about inequality, the professor will work closely with students as they learn about undertaking complicated social inquiry and working on a collaborative research team.

Lisa Dodson

SOCY7702 Introduction to Statistics and Data Analysis (Fall; 3)

Required for graduate students

This course will introduce the basic statistical concepts used in social research including centrality and dispersion, correlation and association, probability and hypothesis testing, as well as provide an introduction to the BC computer system and the SPSS data analysis package.

Michael A. Malec

SOCY7703 Multivariate Statistics (Spring; 3)

Requirement for sociology graduate students

This course assumes knowledge of the material covered in SOCY7702; that is, a solid background in SPSS and a relatively recent

basic course in basic statistics. We will cover exploratory factor analysis, logistic regression, and maybe discriminant analysis; but our focus, and more than 50% of the course, will deal with multiple regression and related issues and procedures including: data transformations, analysis of residuals and outliers, interaction terms, quadratic regression, dummy variables, analysis of covariance, stepwise regression, and path analysis. This course does not require a knowledge of matrix algebra or calculus.

John B. Williamson

SOCY7704 Regression Models for Categorical Data (Fall/Spring: 3)

This applied course is designed for students in sociology, education, nursing, organizational studies, political science, psychology, or social work with a prior background in statistics at the level of SOCY7703 Multivariate Statistics. It assumes a strong grounding in multivariate regression analysis. The major topics of the course will include OLS regression diagnostics, binary, ordered, and multinomial logistic regression, models for the analysis of count data (e.g., Poisson and negative binomial regression), treatment of missing data, and the analysis of clustered and stratified samples. All analyses in the course will be conducted using Stata, but no previous Stata experience is necessary.

Sara Moorman

Natasha Sarkisian

SOCY7706 Longitudinal Data Analysis (Spring: 3)

This applied course is designed for students in sociology, education, nursing, organizational studies, political science, psychology, or social work with a prior background in statistics at the level of SOCY7703 Multivariate Statistics. It assumes a strong grounding in multivariate regression analysis. The course will focus on panel data management and analysis, with topics including change models, fixed and random effects models, GEE models, and mixed models. All analyses in the course will be conducted using Stata, but no previous Stata experience is necessary.

Natasha Sarkisian

SOCY7710 Social Inquiry Research Seminar (Spring: 3)

Required for graduate students

This course presents the wide range of alternative research methods available to and widely used by the social researcher. Among those considered are the following: survey research, observational field research, intensive interviewing, experimental research, historical analysis, and content analysis. Considerable attention will be given to comparisons among these alternative methods, to an assessment of the relative strengths and limitations of each, and to issues related to research design and proposal writing. In the context of these alternative research methods, attention will be given to problem formulation, measurement, reliability, validity, sampling, and ethical considerations.

The Department

SOCY7711 Empirical Research Seminar (Spring: 3)

This course guides graduate students through data collection and analysis, explores techniques and technologies of analysis and interpretation, and discusses research ethics arising in the process of data collection. The course has three components. First, students refine and revise their proposals from SOCY7710, complete IRB approval of their projects, and begin data collection and analysis. Second, students compile and begin to incorporate into their analysis a reading list that will constitute the basis of their literature review for this project. Third, students attend and submit written responses on the departmental seminar series and sessions with invited speakers across the university.

The Department

SOCY7715 Classical Social Theory (Fall: 3)

Required for graduate students

Focusing on the work of Marx, Durkheim, and Weber, the course traces the philosophic, intellectual, and social history of the ideas, themes, concepts, and schools of thought we now call "classical sociological theory." Supportive thinkers will also be discussed as they contributed to the emergence and establishment of modern sociological thought.

Paul G. Schervish

Eve Spangler

SOCY7716 Contemporary Social Theory (Spring: 3)

Required for graduate students

This seminar is a graduate level introduction to contemporary social theory. It concerns the historical context and development of a wide variety of perspectives used by social theorists to make sense of multiple social worlds. It also concerns the ways in which social theories are themselves sociologically constructed. Theoretical frameworks addressed include: functionalism and cybernetics; symbolic interactionism and pragmatism; exchange, behavioral, and conflict perspectives; feminism; Marxism; phenomenology and ethnomethodology; critical race theory; queer theory; structuralism and poststructuralism; as well as postcolonial and postmodern theories of the subject and power.

The Department

SOCY7751 Quest for Social Justice (Fall: 3)

SESJ Program course

This seminar draws on the literature in political sociology and social movements to address sustained efforts to bring about social and political change. It is geared toward the problems and issues faced by groups involved in such efforts: (1) diagnosing the opportunities and constraints provided by the system in which they are operating; (2) analyzing the problems of mobilizing potential supporters and maintaining their continued loyalty and commitment; (3) devising effective strategies for influencing targets of change; and (4) dealing with counter-efforts at social control.

William A. Gamson

SOCY7761 Second Year Graduate Writing Seminar (Fall/Spring: 3)

This is a 3-credit, 2-semester course that meets approximately every other week for both terms. Students should contact the professor about attending in the fall, but wait to register until the spring term. In the fall term, they should register instead for an independent study with the faculty member advising their writing project. Note that a completed research proposal is required for entry.

The writing seminar is intended for second year M.A. and Ph.D. students working on their M.A. theses/papers. The 3-credit seminar begins in fall and continues into the spring term. The seminar employs a supportive structure and a collaborative learning environment to help students to carry out their independent projects. Students will be graded on the drafts of their research papers submitted at the end of the spring semester.

Sarah Babb

Brian Gareau

SOCY7763 Topics in Environmental Sociology (Fall: 3)

This course is designed as both a stand-alone class and a follow-on to Brian Gareau's graduate Environmental Sociology seminar. We will look at a series of topics within environmental sociology, broadly defined. These include the sociology of climate change, food and agriculture, water, environmental activism, sustainable consumption and its politics (including the politics of fair trade), environmental justice,

the debate about limits to growth, and the emerging field of "new economics." Some of the authors we will read include Kari Norgaard (*Living in Denial*), Julie Guthman (*Agrarian Dreams*), Goodman, DuPuis and Goodman (*Alternative Food Networks*), Gibson-Graham (*Post-Capitalist Politics*), Daniel Jaffee (*Brewing Justice*), Andrew Szasz (*Shopping Our Way to Safety*).

The Department

SOCY7771 Understanding Consumer Society (Fall: 3)

This course is designed to train graduate students in the sociology of consumption and to analyze contemporary contradictions and trends in consumer culture. We begin with the history of consumer culture, then move on to classic authors (Frankfort School, Veblen, Bourdieu, Giddens), as well as more recent versions of these approaches. We pay particular attention to Bourdieu, whose work has been particularly influential. In the last third of the course we consider consumption from the perspective of topical areas: identity consumption, consumption and race, global consumer culture, sustainable consumption and others.

Juliet Schor

SOCY7779 Environmental Sociology Workshop I (Fall/Spring: 1)

Bi-weekly full-year workshop. We will meet and discuss student work and occasionally read recent articles in the field. First year students interested in doing Environmental Sociology are expected to enroll for this one credit version of the workshop.

The Department

SOCY7780 Environmental Sociology Workshop II (Fall/Spring: 3)

Bi-weekly full-year workshop. We will meet and discuss student work and occasionally read recent articles in the field. Second and third year students in Environmental Sociology are expected to enroll in the workshop and will be required to present their work on an ongoing basis.

The Department

SOCY8101 Interim Study (Fall/Spring: 0)

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis. Interim Study requires a commitment of at least 20 hours per week working on the thesis.

The Department

SOCY8801 Thesis Seminar (Fall: 3)

A research course under the guidance of a faculty member for those writing a master's thesis.

The Department

SOCY9901 Research Apprenticeship (Fall: 3)

By arrangement.

The Department

SOCY9981 Dissertation Seminar (Fall/Spring: 1)

This is a continuing research workshop which covers all stages of the research process, from conceptualization and theory development through data analysis and writing. The workshop is intended primarily for sociology graduate students working on dissertations. Others will be welcomed on a case-by-case basis. The group meets bi-weekly, with individual meetings with the professor as necessary. All students who are writing dissertations are strongly recommended to enroll in this workshop, at least for one semester.

The Department

SOCY9998 Doctoral Comprehensive (Fall/Spring: 1)

This course is for students who have not yet passed the Doctoral Comprehensive but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive.

The Department

SOCY9999 Doctoral Continuation (Fall/Spring: 1)

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

The Department

Theology

Faculty

Robert Daly, S.J., Professor Emeritus; A.B., A.M., Boston College; A.M., Catholic University; Dr. Theol., University of Würzburg
Harvey D. Egan, S.J., Professor Emeritus; B.S., Worcester Polytechnic Institute; A.M., Boston College; Th.M., Woodstock College; Dr. Theol., University of Munster (Germany)
Philip King, Professor Emeritus; A.B., M.A., St. John Seminary College; S.T.L., Catholic University of America; S.S.L., Pontifical Biblical Institute; S.T.D., Pontifical Lateran University
Rev. Robert P. Imbelli, Associate Professor Emeritus; A.B., Fordham University; S.T.L., Gregorian University, Rome; M.Phil., Ph.D., Yale University
Patrick J. Ryan, S.J., Associate Professor Emeritus; A.B., A.M., Boston College; S.T.D., Gregorian University
Stephen F. Brown, Professor; A.B., St. Bonaventure University; A.M., Franciscan Institute; Ph.L., Ph.D., Université de Louvain
Lisa Sowle Cahill, Monan Professor; A.B., University of Santa Clara; A.M., Ph.D., University of Chicago
M. Shawn Copeland, Professor; Ph.D., Boston College
Catherine Cornille, Professor; M.A., University of Hawaii; Ph.D., Catholic University of Leuven, Belgium
Richard Gaillardetz, Joseph Professor of Systematic Theology; *Chairperson of the Department;* B.A., University of Texas, Austin; M.A., St. Mary's University, San Antonio; M.A., Ph.D., University of Notre Dame
Roberto S. Goizueta, Flatley Professor of Catholic Theology; B.A., Yale University; M.A., Ph.D., Marquette University
Kenneth R. Himes, O.F.M., Professor; B.A., Siena College; M.A., Washington Theological Union; Ph.D., Duke University
Michael J. Himes, Professor; B.A., Cathedral College; M.Div., The Seminary of the Immaculate Conception; Ph.D., University of Chicago
David Hollenbach, S.J., University Professor of Human Rights; B.S., St. Joseph's University; M.A., Ph.L., St. Louis University; M.Div., Woodstock College; Ph.D., Yale University
James F. Keenan, S.J., Founders Professor of Theological Ethics; *Director of Graduate Studies;* B.A. Fordham University; M.Div., Weston Jesuit School of Theology; S.T.L., S.T.D., Gregorian University, Rome
Ruth Langer, Professor; A.B., Bryn Mawr College; M.A.H.L., M.Phil., Ph.D., Hebrew Union College
Frederick G. Lawrence, Professor; A.B., St. John's College; D.Th., University of Basel

James W. Morris, Professor; B.A., University of Chicago; Ph.D., Harvard University

John J. Paris, S.J., Walsh Professor; B.D., M.A., Boston College; A.M., Harvard University; Ph.L., Weston College; M.A., Ph.D., University of Southern California

Pheme Perkins, Professor; A.B., St. John's College; A.M., Ph.D., Harvard University

Stephen J. Pope, Professor; A.B., Gonzaga University; M.A., Ph.D., University of Chicago

Liam Bergin, Associate Professor; B.Sc., National University of Ireland; S.T.D., Pontifical Gregorian University, Rome; H.D.E., National University of Ireland

Jeffrey L. Cooley, Associate Professor; B.A., Wheaton College; M.Phil., Ph.D., Hebrew Union College

Boyd Taylor Coolman, Associate Professor; B.A., Wheaton College; M.Div., Princeton Theological Seminary; Ph.D., University of Notre Dame

John A. Darr, Associate Professor; A.B., A.M., Wheaton College (Illinois); A.M., Ph.D., Vanderbilt University

Yonder Gillihan, Associate Professor; B.A., M.A., Ball State University; Ph.D., University of Chicago

Mary Ann Hinsdale, Associate Professor; B.A., Marygrove College; S.T.L., Regis College; Ph.D., University of St. Michael's College, Toronto

John J. Makransky, Associate Professor; B.A., Yale University; Ph.D., University of Wisconsin

H. John McDargh, Associate Professor; A.B., Emory University; Ph.D., Harvard University

Brian D. Robinette, Associate Professor; B.A., Belmont University; M.A., Saint John's University (Collegeville); Ph.D., University of Notre Dame

Margaret Amy Schatkin, Associate Professor; A.B., Queens College; A.M., Ph.D., Fordham University; Th.D., Princeton Theological Seminary

David Vanderhooft, Associate Professor; B.A., University of Winnipeg; M.A., York University; Ph.D., Harvard University

James M. Weiss, Associate Professor; A.B., Loyola University of Chicago; A.M., Ph.D., University of Chicago

Douglas Finn, Assistant Professor; B.A., Wabash College; M.T.S., Ph.D., University of Notre Dame

Gregorio Montejo, Assistant Professor; B.A., University of St. Thomas; M.A., Ph.D., (Cand.), Marquette University

David Mozina, Assistant Professor; A.B., Columbia University; M.T.S., Harvard Divinity School; Th.D., Harvard Divinity School

Andrew L. Prevot, Assistant Professor; B.A., The Colorado College; M.T.S., University of Notre Dame; Ph.D., University of Notre Dame

Erik C. Owens, Assistant Professor of the Practice; B.A., Duke University; M.T.S., Harvard University; Ph.D., University of Chicago

Matthew Petillo, Assistant Professor of the Practice; B.A., Saint Anselm College; M.A., Ph.D., Boston College

Meghan Sweeney, Assistant Professor of the Practice; B.A., College of the Holy Cross; M.Div., Harvard University; Ph.D., Emory University

Matthew Mullane, Senior Lecturer; B.A., St. Columban's College; B.D., St. John's Seminary; M.A., Ph.D. (cand.), Boston College

Contacts

- Department Administrator: Patricia Donnellan, 617-552-0860, flemingp@bc.edu
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- www.bc.edu/theology

Graduate Program Description

Boston College offers extensive resources for Catholic and ecumenical study of theology. Embedded in the culturally rich Boston metropolitan area, the combined faculties of the Theology Department and the School of Theology and Ministry make Boston College a premier international center for the study of theology. The library, course and faculty resources available to graduate students at Boston College are further expanded by Boston College's membership in the Boston Theological Institute, a consortium of theology faculties primarily in the Boston-Newton-Cambridge area, which has as its constituent members the following institutions:

- Andover Newton Theological School
- Boston College's Department of Theology
- Boston College's School of Theology and Ministry
- Boston University School of Theology
- Episcopal Divinity School
- Gordon-Conwell Theological Seminary
- Harvard Divinity School
- Hebrew College
- Holy Cross Greek Orthodox Seminary
- St. John's Seminary

This consortium offers complete cross-registration in several hundred courses, the use of library facilities in the nine schools, joint seminars and programs, and faculty exchange programs.

Ph.D. Program in Theology

The doctoral program in theology at Boston College has as its goal the formation of theologians who excel intellectually in the church, the academy, and society. It is confessional in nature and envisions theology as "faith seeking understanding." Accordingly, the program aims at nourishing a community of faith, scholarly conversation, research, and teaching centered in the study of Christian life and thought, past and present, in ways that contribute to this goal. It recognizes that creative theological discussion and specialized research today require serious and in-depth appropriation of the great philosophical and theological traditions of the past, as well as ecumenical, interdisciplinary, inter-religious, and cross-cultural endeavors.

The program is led by an internationally respected ecumenical faculty. Students are encouraged to explore widely and deeply in a variety of Catholic, Protestant and Orthodox theological and doctrinal traditions, while also engaging in critical and constructive dialogue with other major religions and cultures.

The program is rigorous in its expectation that students develop a mature grasp of the Christian theological tradition and probe critically the foundations, intelligibility and relative adequacy of various theological positions. Students are expected to master the tools and techniques of research and to organize and integrate their knowledge so as to make an original contribution to theological discussion. Because the program includes faculty members who are experts in the Hindu, Buddhist,

Muslim, and Jewish traditions, it also offers a context in which the issues raised by religious pluralism can be explored, responsibly and in detail, and in which a Christian comparative theology can be pursued seriously.

Successful applicants to the Ph.D. Program will generally have in hand an M.Div., a Master's degree in religion, theology, or philosophy, or an equivalent degree.

Areas of Specialization

Students in the doctoral program specialize in one of five major areas: Biblical Studies, Historical Theology/History of Christianity, Systematic Theology, Theological Ethics, or Comparative Theology.

Biblical Studies focuses on the canonical books of the Bible both within their historical and cultural world and in relation to their reception within the Christian and Jewish traditions. All students will acquire a thorough competency in both the Old Testament/Hebrew Bible and the New Testament including competency in Hebrew, Aramaic, and Greek. They may learn other ancient languages and literatures as their research requires and must acquire a reading knowledge of German and either French or Spanish. The comprehensive exams will cover the whole Bible, with emphasis on either the Old Testament/Hebrew Bible or the New Testament, and will include a specialized exam in an area of study pertinent to the student's dissertation. Students will be expected to pass a general examination on the testament that is not their specialty (which counts as their "minor" area).

The Historical Theology/History of Christianity (HT/HC) area studies past theological reflection on the faith and practice of the Church, with a particular focus on early and medieval Christianity. The HT/HC area strives to appreciate these theological expressions both within their immediate historical contexts (social, cultural, institutional) and within the broader trajectories of theological development in the Christian tradition. Currently, this area has a strong common interest in early and medieval Christian theology.

Systematic Theology is the contemporary intellectual reflection on the central elements of the Christian faith considered as an inter-related whole. The Systematics faculty seeks to develop the student's ability to treat theological material critically and constructively. It is "systematic" inasmuch as it attends to its subject matter with attention to the coherence and interconnectedness of the various elements of the Christian tradition. The necessary role of historical, dogmatic, and descriptive theological activity is hereby acknowledged.

Our primary concern is the systematic and constructive elucidation of the Christian faith in a contemporary context, and we emphasize the relationships among theological themes and topics, including their growth and development in particular historical and cultural contexts.

Theological Ethics includes the ecumenical study of major Roman Catholic, Protestant and Orthodox contributors to moral theological reflection. It attends as well to the Biblical foundations and theological contexts of ethics.

In line with the conviction that faith and reason are complementary, the program explores the contributions of philosophical thought, both past and present. Students pursuing this area of study will be exposed to a strong social ethics component, as well as offerings in other areas of applied ethics. The exploration of contemporary ethics is set in a critical, historical perspective and encourages attention to the global and multicultural character of the Christian community.

Comparative Theology prepares students for careful theological reflection, usually from a Christian perspective, on non-Christian religions in their particularity and their significance for theology.

Comparative Theology entails the study of one or more religious traditions in addition to one's own, and critical reflection on one's own tradition in light of another tradition or traditions. Students are expected to acquire a significant understanding of a major non-Christian religion while also appropriating a critical method for the study of religions, for example, philosophy of religion, comparative religion, or history of religions. Like all other areas of theology, Comparative Theology's ultimate horizon is knowledge of God, the transcendent, or the nature of ultimate reality; it aims to be constructive theology. The practitioner, while rooted in one tradition, becomes deeply shaped by systematic, consistent attention to the details of one or more other religious and theological traditions, thereby informing continuing theological reflection upon his or her own tradition. It is this focusing attention to the distinctive details of different traditions that distinguishes Comparative Theology from the Theology of Religions, but also opens the possibility of a newly and more deeply informed Theology of Religions. In turn, this study is brought into dialogue with some particular theme or topic of study in Christian Theology (usually, as studied in one of the other areas of specialization: Bible, Historical Theology/History of Christianity, Systematic Theology, Theological Ethics, or Pastoral Theology), and articulated in light of a Theology of Religions. Students in this area are thus prepared to take up a wide range of research projects, and also to teach one or more religious traditions in addition to chosen areas of Christian Theology.

Language Requirements

Each doctoral student must demonstrate reading proficiency in at least two languages (normally, French and German) prior to applying for their comprehensive exams. Students may take the departmental translation examinations (offered three times a year) or pass (with a grade of B or better) a 12-week summer intensive language course. Depending on one's field of study or research interest, some areas may require more than the minimum of two languages the proficiency for which must also be demonstrated prior to applying for comprehensive exams. For example, students in Biblical Studies are expected to demonstrate proficiency in appropriate ancient and modern languages, and those in Comparative Theology are expected to acquire at least an intermediate level of proficiency in languages related to the non-Christian religious traditions they are studying.

Institute of Medieval Philosophy and Theology

A unique resource available to Theology Department doctoral students is Boston College's Institute of Medieval Philosophy and Theology. The Institute unites the teaching and research efforts of faculty members in the Theology and Philosophy Departments who specialize in Medieval Philosophy and Theology. Doctoral degrees are awarded in the Theology (or Philosophy) Department, and students study within one of these departments.

The focus of the Institute is the relationship between Medieval Philosophy and Theology and Modern Continental Philosophy and Theology. The concentration of the Philosophy and Theology Departments at Boston College is in modern continental thought, so the context for carrying on a dialogue between Medieval and Modern Philosophy and Theology is well established. To foster this dialogue and encourage the scholarly retrieval of the great medieval intellectual world, the Institute offers graduate student fellowships and assistantships, sponsors speakers programs, runs a faculty-student seminar to investigate new areas of Medieval Philosophical and Theological research, and runs a research center to assist in the publication of

monographs and articles in the diverse areas of Medieval Philosophy and Theology, to encourage the translation of medieval sources and the editing of philosophical and theological texts.

Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the web at www.bc.edu/courses.

THEO7002 Theology and Phenomenology (Fall: 3)

This seminar will examine the conjunction between theology and phenomenology from both directions in order to understand the mutual influence of the one upon the other. We will study a variety of theological and phenomenological works that present differing accounts of each enterprise and of their proper relation. The central question will be this: What does a radical description of the nature of experience have to do with the contemplation of God?

Andrew Prevot

THEO7005 Christian Ethics and Migration (Spring: 3)

This course examines the phenomenon of global migration from a Christian theological perspective. Texts from social scientific, legal, and policy perspectives will frame the phenomenon of contemporary migration. The seminar will then undertake ethical analyses of migration paradigms, policies and practices in light of resources from the Christian tradition, considering questions related to globalization, citizenship, economic justice, gender, family ethics and integration.

Kristin Heyer

THEO7006 The Book of Isaiah (Spring: 3)

In this course we will study the Hebrew text of the book of Isaiah, including the history of its interpretation and its modern study. Knowledge of biblical Hebrew is expected.

Jeffrey Cooley

THEO7007 Theology, Ethics, and Politics (Spring: 3)

Lisa Cahill

THEO7008 Early Christianity in its Jewish Context (Spring: 3)

Prerequisite: Intermediate Greek; Hebrew preferred

The course surveys the Jewish context of early Christian literature and history through close analysis of primary texts. We begin with the origins of Jewish sectarianism in the second century BCE and study the development of various Jewish and Christian sects, concluding with Jewish and Christian groups in the second century CE. We will explore how closely related, and in many cases inseparable, Christian and Jewish identity were well into the second century CE.

Yonder Gillihan

THEO7009 Psalms and the Cult (Spring: 3)

Prerequisite: Three semesters of Biblical Hebrew

The Book of Psalms, sometimes called Israel's "Songbook," engages the world of religious practice, or cult, in a variety of ways. This is true, also, of other biblical poetic compositions outside of the Psalms. The present course investigates the problem of Psalms and the Cult from a number of perspectives by posing a variety of questions. To what extent does Israel's poetry reflect or take for granted specific cultic practices? Are such practices individual or communal? Were they connected with expert oversight? How might Psalms have been used during cultic practice? Were they liturgical or performative texts? How might the relationship between psalms and prophecy inform the

discussion? Students will formulate answers to these and other questions by close reading of a selection of Psalms in Hebrew, and by engagement with secondary literature and material culture evidence.

David Vanderhoof

THEO7010 Islam and History in the Middle East (Fall: 3)

Cross listed with ICSP7010

An in-depth study of the role of Islam in Middle Eastern history from the pre-Islamic era through the 18th century with emphasis on engagement with primary documents. We will introduce methods of historiography and the growth of the Arabic language historical tradition and will examine the role of Islamic thought and practice, Sunni, Shii, and Sufi alike, in the development of society and civilization across time and space.

Natana De-Long Bas

THEO7011 Augustine's *De Trinitate* (On the Trinity) (Fall: 3)

This course will offer an in-depth study of Augustine's *De Trinitate* (On the Trinity). The focus will be on the structure, intention, and content of the text, which extends well beyond an exclusively ontological discussion of the Trinity. We will also consider Christology, theological epistemology and language, the structure of the human mind, and ecclesiology. Students will be expected to engage a range of scholarly literature.

Doug Finn

THEO7012 The Eucharist in Christian Tradition (Fall: 3)

Prerequisite: Latin (recommended)

"Every day since the middle of the first century, Christians have gathered together around bread and wine, thanked God and received it as the body and blood of Christ" (Jaroslav Pelikan). Through the close reading of representative primary texts from a variety of authors and contexts, this course will explore Eucharistic theologies from early to post-modern Christianity, including Augustine, Hugh of St. Victor, Thomas Aquinas, Catherine of Siena, Calvin, Zwingli, the Council of Trent, and Emmanuel Falque. (NB: Latin not required, but strongly recommended).

Boyd Taylor Coolman

THEO7013 Redemption and Soteriology (Fall: 3)

This course explores theological approaches to soteriology, that is, the meaning of redemption and the work of the Redeemer. Special attention is given to the way theories of redemption and claims about the Redeemer relate to accounts of human nature, diagnoses of the human condition and the problem of sin, and the scope of Christ's redemptive causality. We consider patristic, medieval, and contemporary approaches, including recent questions and critiques of traditional accounts.

Jeremy Wilkins

THEO7014 Doctrine of God (Fall: 3)

Brian Robinette

THEO7015 Martin Luther and His Interpreters (Fall: 3)

Christine Helmer

THEO7416 Law and Religion (Spring: 3)

This course examines the various ways in which law and religion interact. Part I looks at the "Law of Religion," focusing on key First Amendment Cases. Part II looks at "Religion in Law," examining how religious ideas affected secular notions of marriage. Part III looks at the complicated ways in which law and religion influence each other. A key example will be how the Civil War altered biblical interpretation on the morality of slavery.

The Department

THEO7461 Human Rights Interdisciplinary Seminar (Spring: 3)
 Cross listed with APSY7461, EDUC7461, LAWS7461 and UNAS7461

Students wishing to apply for the seminar should submit a brief statement explaining their interest (no longer than 250 words) to humanrights@bc.edu with the subject-line "Human Rights Interdisciplinary Seminar." Please include your Eagle ID and academic discipline in the application. The application deadline is Thursday, November 5, 2017. In the spring of 2018, the seminar's focus will be on the ethical, politico-legal, and psychosocial issues confronting those whose human rights are affected by torture, drones, sexual violence, forced movement, deportation and migration. The differential effects of rights violations due to power based on "gender," "race," ethnicity and economic resources will be critically examined. We will also explore refugee movement and migration and the contours of asylum and other forms of protection, especially in the context of humanitarian crisis, war, and grave forms of economic injustice.

Daniel Kanstroom

Brinton Lykes

THEO7507 Theology of Religions/Comparative Theology (Fall: 3)
 Cross listed with TMS17115

This seminar will focus on the various theological positions which have been developed with regard to the reality of religious pluralism as well as on the relationship between theology of religions and comparative theology. While we will focus mainly on the works of Christian theologians, we will also pay attention to analogous developments in other religious traditions.

Catherine Cornille

THEO7535 Ethics of War and Peacemaking (Fall: 3)

This course will study the many ethical questions that arise in a Christian assessment of war and peacemaking in the modern age. The course will include historical development and moral analysis of various theories of just war and non-violence. Among the applied ethical questions to be examined are humanitarian intervention, targeted killing, economic sanctions, pre-emptive and preventive wars.

Kenneth Himes

THEO7611 Hebrew Exegesis of the Dead Sea Scrolls (Fall: 3)

Prerequisite: Intermediate Hebrew or the equivalent.

This course begins with exegesis of the Hebrew text of the three "Rules" found in the Qumran caves and in the Cairo geniza: the *Community Rule* (1QS), the *Rule for the Congregation* (1QSa), and the *Damascus Rule* (CD). We will also survey passages from other sectarian texts devoted to interpretation of scripture and history, especially the *pesherim*. Students with ability to read Aramaic will read selections from the Aramaic DSS that complement the Hebrew texts, and all will read the entire corpus of non-biblical manuscripts in Hebrew translation.

Yonder Gillihan

THEO7621 The Pentateuch (Spring: 3)

Prerequisite: Knowledge of biblical Hebrew

In this course we will study the Hebrew text of the Pentateuch, focusing on the history of its modern academic study. Knowledge of biblical Hebrew is expected.

Jeffrey Cooley

THEO7640 Twentieth Century Systematic Theologians (Spring: 3)

This graduate seminar will consider major systematic theologians, both Catholic and Protestant, of the twentieth century. It follows on, but may be taken independently of, THEO7694 Early Modern Theology. The seminar will entail close reading of major texts.

Michael Himes

THEO7711 Duffy Lectures: Ecological Theology in Global and Ecumenical Perspective (Spring: 3)

This graduate seminar will incorporate the five Duffy Lectures on "Ecological Theology" given by Professor Denis Edwards of the Australian Catholic University in Adelaide during the 2018 spring semester. Beginning with the loss of biodiversity as a theological problem, we move on to explore the ecological and cosmic promise of Christian theology by rethinking and reframing some traditional Christian doctrines (e.g., God/Trinity, creation, humanity as Imago Dei, Incarnation, the Holy Spirit, etc.) using ecological lenses drawn from a variety of cultural perspectives.

MaryAnn Hinsdale

THEO7712 John and Virtue Ethics (Spring: 3)

Cross listed with TMNT8039

An examination of selected passages from the Johannine writings—John's Gospel, 1-3 John, and Revelation—with a focus on their possible contributions to virtue ethics and issues in moral theology today.

James Keenan, S.J.

Thomas Stegman, S.J.

THEO7735 Faith, Morality, and Law (Fall: 3)

Cross listed with LAWS9735

Looks at the relationship between faith, morality, and law at key points in the Christian tradition and in relationship to contemporary issues. Section one examines the relationship between moral law and Christian life by looking at key passages from the New Testament in their historical context and classic Protestant and Catholic views of the subject. Section two considers the relationship of law and morality in a pluralistic society. Section three looks at responsibilities of Christians who find themselves in an unjust legal system. We will consider the possibilities and limits of civil disobedience and the call to martyrdom.

Cathleen Kaveny

THEO7803 Graeca (Spring: 3)

Prerequisite: Intermediate Greek

Rapid reading in Jewish Greek texts (LXX, Philo, Josephus), with an introduction to research in the authors treated, for students who have completed Intermediate Greek.

PHEME PERKINS

THEO7827 Introduction to the New Testament (Fall: 3)

Cross listed with TMNT7023

Introduction to academic study of the New Testament for graduate students entering theology and ministry programs. Surveys each book of the New Testament including its historical setting, its sources, authorship, and literary structure, and its major theological themes. Concludes with a treatment of the "historical Jesus" debate.

PHEME PERKINS

THEO7957 Theology as Political (Spring: 3)

After comparing and contrasting the approaches of Latin American Liberation Theologies of Gutierrez, Sobrino, et al. with the Continental approach of Johann Baptist Metz, we will turn to more

recent approaches and end with raising foundational issues vis-à-vis the current loss of legitimacy within American democracy and the absorption of civil society into the market.

Shaun Copeland

THEO8101 Interim Study (Fall/Spring: 0)

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis. Interim Study requires a commitment of at least 20 hours per week working on the thesis.

The Department

THEO8501 Complicity (Fall: 2)

Cross listed with LAW5970

This seminar draws upon philosophical, legal, and theological materials to consider to what degree agents are responsible when they contribute to or benefit from the wrongdoing of other agents. Key topics to be considered are: (1) the nature of complicity as a distinct moral problem; (2) conspiracy and accessory liability in the criminal law; (3) theological concepts of cooperation with evil and appropriation of evil; and (4) market complicity.

The Department

THEO8503 Authority of Scripture (Fall: 3)

Prerequisite: M.A. level work in Bible, Early Church or Systematics

A seminar investigating the emergence and development of the Christian Bible from the 1st to the 4th centuries C.E. This seminar will discuss the development of a New Testament canon as well as different views of Biblical writings as revelation that developed along with competing claims to a secret or higher truth in "esoteric," non-canonical works of the same period. Students will explore the understanding of Scripture in four early Christian exegetes: Irenaeus, Origen, Eusebius and Jerome. This seminar will incorporate a survey of scribes, book circulation and the role of reading circles in antiquity.

The Department

THEO8508 Aquinas and Neoplatonism (Spring: 3)

An examination of Aquinas' dynamically evolving engagement with such key thinkers in the Platonic tradition as Boethius, Proclus, and Dionysius the Areopagite, and Thomas' increasingly complex retrieval of Platonic thought in his elaboration of several important theological topics, such as the problem of evil and the nature of the good, the task and scope of theology as a science, the relationship between divine transcendence and the created order, and the epistemology of religious experience.

Gregorio Montejó

THEO8801 Masters Thesis (Fall/Spring: 3)

By arrangement.

The Department

THEO9901 Doctoral Comprehensive (Fall/Spring: 1)

For students who have not yet passed the Doctoral Comprehensive but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive.

The Department

THEO9911 Doctoral Continuation (Fall/Spring: 1)

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

The Department

THEO9981 Seminar: Biblical Studies II (Fall: 3)

Required of Ph.D. candidates in Biblical Studies.

The Department

THEO9982 Ethics Doctoral Seminar (Fall/Spring: 3)

By arrangement.

The Department

THEO9985 Comparative Doctoral Seminar (Fall/Spring: 3)

By arrangement.

The Department

The School of Theology and Ministry

INTRODUCTION

The Boston College School of Theology and Ministry (STM) is an international theological center that serves the Church's mission in the world as part of a Catholic and Jesuit university. The school prepares its students for ministries that are as diverse as the composition of the student body—Jesuits and other candidates approved for ordination studies, women and men for lay ecclesial ministries and for service rooted in faith. The STM is committed to the Catholic theological tradition, rigorous academic inquiry, interdisciplinary study, ecumenical and interreligious dialogue, and the engagement of faith and culture. The STM offers graduate programs, including civil and ecclesiastical degrees in theology and ministry that integrate intellectual, spiritual, pastoral, and personal formation and reaches out to larger theological and pastoral communities through STM Crossroads learning resources, the publication of New Testament Abstracts, and timely continuing education programs. For more information, visit the STM website at www.bc.edu/stm.

Admissions and Financial Aid

Applying to the School of Theology and Ministry is straightforward; however, some programs have specific requirements. Be sure to review carefully the requirements for your program of study. Access to the online application can be found through the STM website at www.bc.edu/stm.

Admissions Requirements

Deadlines

Fall Admission

Ph.D.: January 15

All other degrees: February 1 (for priority financial aid consideration)

Summer Admission (M.A. and non-degree programs only)

June 1 (for priority financial aid consideration)

Spring Admission (Except Ph.D. and S.T.D.)

November 15 (for priority financial aid consideration)

Below are the admission application requirements for all degree

programs:

Online Application for Admission

Personal information

- **Three letters of recommendation:** Recommenders should be familiar with the applicant's academic competence. For applicants who have been out of school for a significant amount of time, the recommenders should be familiar with the applicant's professional competence. At least one recommendation should also speak to the applicant's character. For M.Div. and M.A. applicants, one recommender should be familiar with the applicant's ministerial potential and experience. Recommendations can be submitted through the online application by the recommenders.
- **Personal statement:** Maximum 1,000 words. The personal statement is submitted online through the online application. Please address the following areas:
 - The academic, professional, and personal development that has motivated you to apply to the STM. Include a sketch of your educational background and interests, any experience you have in ministry and/or religious education, and any other relevant professional and volunteer experience;
 - Your understanding of theological education and/or ministry in the context of the Church's mission;
 - How you plan to apply your theological education;

- Given your experience, how you assess your principal strengths for theological education and/or ministry as well as your areas of needed development.
- **Ph.D. and S.T.D. only:** Applicants should include additional information (up to an additional 1,000 words) outlining your specific area and field of academic interest, how your previous academic, professional, and/or pastoral experience has prepared you for studies within that particular field, the service in the Church that one would render with the Ph.D./S.T.D. degree, why you are applying to STM, and the faculty member(s) with whom you would like to work. The statement of intent is submitted online through the online application
- **Curriculum vitae or resume:** The curriculum vitae or resume is submitted online through the online application.
- **Writing sample (Ph.D. and S.T.D. only):** Academic paper, usually no less than 10 pages, not to exceed 25 pages. S.T.D. applicants are also required to submit a copy of their S.T.L. thesis upon its completion. The writing sample is submitted online through the online application.
- **\$75 Admissions application fee.** Jesuits, members of other religious orders, current JVC members, and current BC students are exempt from this fee. E-mail the admissions office at stmadmissions@bc.edu to request a waiver.
- **Major Superior Form** for all applicants that are priests or members of religious orders. The form can be found in the online application and can be submitted through the mail to the processing center.
- **Other Supporting Documents (submitted through the mail)**
- **Official transcripts** sent to the STM Admissions Office from all colleges, universities, seminaries, or theological schools that you have attended. Official transcripts can be sent along with other supporting application materials in a sealed, signed envelope.
- **GRE scores:** Scores need to be received directly from ETS. Our GRE code is 2508. In some cases, the admissions office may accept other standardized tests (for example, the Miller Analogies Test). International students for whom English is not their native language can submit TOEFL scores in place of GREs. To inquire, please e-mail the admissions office. The admissions committee may also waive this requirement for those who have earned a previous master's degree. No exceptions will be made for those applying to the Ph.D. or S.T.D.
- **Personal interviews:** The admissions committee may request a personal interview as part of the application process.

Supporting Application Materials

The School of Theology and Ministry is currently able to accept personal statements, statements of intent, curricula vitae/resumes, writing samples, and letters of recommendation through the online application.

All transcripts, major superior forms, and standardized test scores should be mailed to: Boston College School of Theology and Ministry, Processing Center, P.O. Box 67406, Chestnut Hill, MA 02467.

Please include your full name and Eagle ID number (if you have it) on all forms and correspondence.

Jesuit Applicants

Jesuit scholastic applicants must follow the instructions above. Additionally, international Jesuits should first contact the Assistant Director of Admissions at least five months prior to their planned enrollment to discuss their plans, academic background, and language skills. Jesuits requiring financial assistance should be in touch with the

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school by February 15, so that names may be submitted to the U.S. Jesuit Conference. After this initial contact, the scholastic's provincial would write a letter to the rector of the Saint Peter Faber Community. The letter would indicate an intent to mission the student to STM, request housing, and indicate if financial funding is needed. Funding for Jesuits from developing countries is approved by the U.S. Jesuit Conference in Washington D.C., and the request is made by the rector of Saint Peter Faber Community. All Jesuit scholastic applications are reviewed by the Admissions Committee.

In addition, Jesuit applicants are asked to complete a FERPA release form as part of the application process. This form is available on our website and allows us to communicate with the rector of the Saint Peter Faber Community and other religious superiors about your application and, potentially, academic and financial matters while you are a student at Boston College.

Non-Jesuit Religious Applicants

Religious applicants who are not Jesuits must also follow the instructions above. Religious applicants requiring scholarship and parish or convent housing assistance should apply by February 1 for the fall semester. All religious applicants are reviewed by the Admissions Committee. Lastly, if accepted, the Office of Admissions will work with the Office of International Students and Scholars to process all visa documentation for international applicants.

In addition, non-Jesuit religious applicants are asked to complete a FERPA release form as part of the application process. This form is available on our website and allows us to communicate with your vocation director and/or other religious superiors about your application and, potentially, academic and financial matters while you are a student at Boston College.

Additional Information

All transcripts must be mailed to BC's STM Processing Center. No materials submitted as part of the application for admission can be returned or forwarded to a third party. The Admissions Committee will not consider an application until it is complete.

Once an application is complete, it will take up to four weeks before you receive a decision. Ph.D. applications can take up to two months after our deadline before receiving a decision. Decision letters are mailed to the applicant's current address as reported on the admission application.

The Admissions Committee takes into account all of the material submitted with the application: grade point average (GPA), GRE or other standardized test scores (if applicable), TOEFL (for international students), letters of recommendation, work and/or volunteer experience, and personal statement—where we look for a high level of intellectual, social, and religious maturity.

Acceptance to an STM degree program is not guaranteed and is very competitive. Therefore, estimates of the likelihood of acceptance cannot be given to any applicant.

Scholarship and Grant Funding

As an international theological center providing outstanding academic resources and an intimate community for its members, we want to help you finance your studies and make it possible for you to join us. Boston College School of Theology and Ministry (STM) offers generous funding through several types of financial assistance. When you complete the STM Application, you are automatically considered for all financial assistance for which you may be eligible from the STM.

Tuition scholarships are based on considerations of academic achievement, potential for ministry, demonstrated leadership, and financial need. Funding is generally renewable at the same level in

years following the student's initial award year, assuming the student's need and academic standing do not change markedly. Prospective students are encouraged to contact the Associate Dean, Enrollment Management for questions regarding the funding of their studies.

Federal Student Loans

In addition to scholarship and grant funding, the University participates in the Federal Direct Loan Program. Students can borrow up to the total cost of attendance, minus any funding they are receiving from the STM through the Direct Loan Program. To apply for the Stafford loan, you will need to submit a Free Application for Federal Student Aid (FAFSA), and also complete and submit the Boston College Graduate Financial Aid Application/Validation. Information and forms are available through the Boston College Office of Student Services located in Lyons Hall. Go to www.bc.edu/gradaid or call 617-552-3300 for more information. Please note that Federal Stafford loans are only available for U.S. citizens and residents. Please also note that Federal loans are not available to S.T.L. or S.T.D. degree seeking students, certificate seeking students, or non-degree seeking students.

Notification of your funding will occur after a decision is made regarding your admission into the STM.

Please note that if you receive a scholarship after you receive your loan package, your loan package may have to be adjusted. Federal regulations limit the total amount of aid (including student loans) a student can receive. Contact the Boston College Office of Student Services if you have any questions about Federal loans.

International Student Admission Requirements

As an international theological center, STM represents the changing landscape of the Catholic Church on the global stage by training priests, lay ministers, and theologians from over forty nations. While we continue to attract and train students from North America and Europe, more and more, the future leadership of the Church is emerging from South America, Africa, India, and Asia. STM is a part of this movement, training some of the first indigenous professors of seminaries, universities, and theological centers in those regions.

We encourage clergy, religious men and women, and lay students from all countries to apply to our programs. Below is important information that you should consider before applying.

Visa Process

When Applying

Applicants only start securing a visa after they have been accepted to a program. No work on the part of the international applicant needs to be done toward a visa until after they receive a letter of admission, have confirmed intent to enroll, and have proven financial ability for studies. (See next page.)

After Being Accepted

After being accepted, the Admissions Office will send you the Declaration and Certification of Finances form for the I-20 document. Filling out and returning these forms to the STM Admissions Office will start the process of obtaining an F-1, or student, visa to study in the United States, as long as you meet the financial and English language requirements.

International students, who are also Diocesan priests, must obtain priestly faculties to serve as priests in the Boston Archdiocese. The student's bishop or major superior must write to the Archbishop of Boston, requesting housing and facilities to function as a priest in the area. A copy of this letter should be sent to STM. Boston College can only issue an I-20, after such facilities have been secured.

Additional Requirements

All applicants for whom English is not their native language must demonstrate proficiency in the English language. This can be demonstrated by an acceptable score on the TOEFL exam (Test of English as a Foreign Language) or by receiving a degree from a college or university at which English is the language of instruction.

An acceptable TOEFL 85 on the Internet exam. When taking the exam, include STM's institutional code—3971—so that your scores may be sent directly to the school. Students cannot be accepted into any STM program without an acceptable TOEFL score.

TOEFL Registration

CN6152

Princeton, NJ 08541, USA

www.toefl.org

The TOEFL score is not required if:

1. You are a citizen of Australia, Canada (except Quebec), Great Britain, Ireland, New Zealand, Guyana, an Anglophone country of Africa, or an English-speaking country of the Caribbean.
2. You earned your prior college or university degree in the U.S. or one of the countries listed above.
3. You are currently enrolled as a full-time student in a U.S. degree-granting program or at an American or English-speaking school in one of the countries listed above and will have completed two academic years of college/university work before beginning your studies at Boston College.

GRE Exam

If you do not already have a graduate degree (a degree beyond the initial first post-secondary degree) you must take the Graduate Record Examination (GRE). STM prefers a score of 159 or above on the verbal to be eligible for admission. Ph.D. and S.T.D. applicants are not exempt from taking the GRE even if they possess a graduate degree. STM GRE code is 2508.

Educational Testing Service

P.O. Box 6000

Princeton, NJ 08541

www.gre.org

Permission of Superior

All diocesan priests and members of religious orders must submit a letter of approval and financial support from their bishop or major superior. The letter must indicate complete knowledge and support for your studies indicating degree and semester of initial enrollment. The letter must be on official letterhead and signed by your superior or bishop. The letter should be addressed to the Associate Dean, Director of Enrollment Management and must contain contact information. STM will only accept original letters.

Costs

The United States Government requires all international students to prove that they have the financial means to support themselves while studying in the United States. If you are a member of the clergy or a religious, you need to document by either a bank statement or letter of support from your bishop or congregation that you have funds to live and study in the U.S. The U.S. Embassy will not issue you a visa if you do not have the necessary funds. Any tuition costs not covered by STM scholarship funds must be documented.

Financial Aid and Scholarships

The cost of higher education in the United States is high. STM awards tuition grants to international students depending on availability,

to help ease their financial burden. Partial tuition grants are available for international students. Students must be enrolled in a degree seeking program. Students must exhibit an exemplary academic record and personal potential. Students should be aware that, even if receiving a tuition grant, they still must obtain support to pay for their living expenses. Unfortunately, Federal loans are not available to those who are not U.S. citizens or permanent residents.

All international students must show that they have sufficient funds or resources to pay for their tuition and living expenses during the course of their studies, whether support comes in the form of scholarships, grants, or support from a religious order or personal bank account. Applicants do not need to supply evidence of sufficient resources with their applications. Once accepted, the admissions office will send a form where one can document resources. No additional funding will be available to international students once they arrive in the United States.

Housing

Boston College does not offer on-campus housing for graduate students. International lay students are encouraged to contact the STM admissions office and the Boston College's Off-Campus Housing Office, if they are interested in learning more about resources to help them locate housing. International diocesan priests and members of religious orders usually find housing with area parishes or religious communities. International religious sisters are encouraged to contact the admissions office if they are in need of housing.

Graduate Programs**Degree Programs**

The School of Theology and Ministry offers graduate students a number of degree-granting programs. Our degree programs prepare students for ministries that are as diverse as the composition of the student body—Jesuits and other candidates approved for ordination studies, women and men for lay ecclesial ministries and for service rooted in faith, and scholars preparing for a career in academia.

Master of Divinity (M.Div.)

The School's most comprehensive program, the three-year M.Div. program offers a course of theological, pastoral, and spiritual formation to prepare students for ordained ministry, professional lay ecclesial ministry, or doctoral studies. M.Div. students at the STM have a demonstrated passion for ministry and service to the world, and often go on to careers in parish ministry, campus ministry, chaplaincy, teaching, and non-profit work.

Student Learning Outcomes for the M.Div. Program

- Upon completion of the M.Div. Program, students will be able to:
1. demonstrate an understanding of the Catholic theological tradition;
 2. bring the insights of the Catholic theological tradition into dialogue with contemporary social and religious issues;
 3. integrate theological thinking and ministerial practice;
 4. demonstrate capacities conducive to effective ministry.

Master of Arts in Theology and Ministry (M.A.)

The M.A. in Theology and Ministry prepares students for a wide variety of ministries. Designed for students of all ages and career backgrounds, this two-year program (48 credits in the academic year) combines theological study with the pastoral arts. Graduates of the program go on to careers in parish ministry and administration, ministry in Hispanic and/or multicultural communities, campus ministry, religious education, high school religion teaching, spiritual direction, faith-based social service, and hospital chaplaincy, among others.

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For the most flexibility, students in the M.A. Theology and Ministry utilize their electives to explore theological and pastoral areas of interest. Those wishing to do so can choose a specific track in either Hispanic Ministry or Religious Education.

Students can work towards completion of the M.A. Theology and Ministry during the Academic Year, Summer Session, or a combination thereof.

In collaboration with other BC professional schools, the M.A. Theology and Ministry can be combined with an M.S.W., M.B.A., M.A. Counseling Psychology, and M.S. Nursing.

Student Learning Outcomes for the M.A. in Theology and Ministry

Upon completion of the M.A. program, students should be able to:

1. bring informed theological, biblical, and pastoral resources to interpret and to enhance the life and ministry of faith-based communities and programs of service;
2. embody the pastoral and spiritual formation that is needed to provide leadership and empowerment to communities of faith through various functions of ministry and service;
3. develop effective programs of ministry and service that are well grounded in theological and pastoral studies and that enable persons and communities to integrate life and Christian faith in the context of their everyday lives.

Master of Theological Studies (M.T.S.)

The two-year M.T.S. program (48 credits) offers a broad study of theology with the option to specialize in an area of particular interest. With a flexible curriculum and a special focus on scholarship, the M.T.S. is especially appropriate for students who intend to pursue doctoral studies in theology. The program is also appropriate for students seeking personal reflection and theological development.

Student Learning Outcomes for the M.T.S. program:

Upon completion of the M.T.S. program, students should be able to:

1. Understand and explain the central doctrines of the Christian faith;
2. Engage in moral reasoning and appreciate normative claims of Christianity;
3. Use Scripture in an informed and hermeneutically responsible way;
4. Put the Christian social and institutional history in dialogue with theological reflection on the present; and
5. Apply critical thinking to areas of focused research and study.

Doctor of Philosophy, Theology and Education (Ph.D.)

The Ph.D. program educates scholars in the interdisciplinary field of religious education. Participants take courses in theology, education, and religious education; faculty members from each of these areas serve on both the comprehensive examination committee and on the dissertation committee. The program is offered in conjunction with the Boston College Theology Department and the Lynch School of Education, and the degree is awarded by the Graduate School of the Morrissey College of Arts and Sciences.

Master of Theology (Th.M.)

The Th.M. is a one-year, post-master's degree (24 credits) that is intended to deepen and focus a student's foundational knowledge of theological disciplines and ministerial practice. Th.M. graduates come from various backgrounds and go on to use their experience in a diverse array of professions. Graduates take their Th.M. education and serve as teachers, administrators, medical doctors, advocates for refugees and human rights, and ecumenical ministers, as well as in numerous other

capacities. Lay students who have already completed a master of divinity and who are interested in pursuing doctoral work, but believe they need additional course work, might also consider the master of theology.

Student Learning Outcomes for the Th.M. Program

Graduates of the Th.M. program will be able to demonstrate:

1. deepened knowledge of a specific theological discipline beyond the first-level master's degree (Option A)
OR
2. increased competence in ministerial practice beyond the first-level master's degree (Option B).

Ecclesiastical Degrees

The ecclesiastical degrees are part of a three-degree cycle offered by an ecclesiastical faculty and granted in the name of the Holy See. The degrees provide training in advanced theological areas, preparing students to teach in a seminary or for religious and lay leadership positions in the Catholic Church.

The **Bachelor of Sacred Theology (S.T.B.)** is a first-level, three-year ecclesiastical degree granted in the name of the Holy See through the ecclesiastical faculty of the School of Theology and Ministry (STM) by virtue of its status as an Ecclesiastical Faculty accredited by the Vatican Congregation of Catholic Education. It is offered only in conjunction with the Master of Divinity (M.Div.), a three-year civil degree. Building on the solid theological and practical foundation for ordained and full-time lay ecclesial ministry established by the requirements of the M.Div. degree, the S.T.B. prepares one to pursue the Licentiate of Sacred Theology (S.T.L.), a second-level, research-oriented ecclesiastical degree also offered by the STM.

The **Licentiate in Sacred Theology (S.T.L.)** is the second degree in a three-degree progression of ecclesiastical degrees. The S.T.L. enables students to build upon previous work and focus more on a particular subject or field within a Catholic context. An advanced degree, it provides students with two full years of work above and beyond the S.T.B. or M.Div. Students use the S.T.L. to continue work in Catholic theological studies, prepare for doctoral work, or teach or build competence for working within the Church. Officially, it is "the academic degree which enables one to teach in a major seminary or equivalent school." The S.T.L. can open many doors for service in the Church, and in a number of official capacities within dioceses, religious communities, and institutions of higher learning.

The **Doctor of Sacred Theology (S.T.D.)** is the culminating step in the three-degree ecclesiastical program. The purpose of the S.T.D. program is to create scholars who combine broad knowledge of a certain area, a critical knowledge of theological methodology, and an ability to contribute original research in a chosen field of study. Most students who complete the S.T.D. go on to teach in university faculties, seminaries, and theological centers. They also contribute to Church administration and pastoral work, using their extensive study, training, and expertise as resources for their community. Students interested in the S.T.D. usually have discerned a vocation of working within the Catholic Church or a related environment. As with the S.T.L., the S.T.D. can open many doors for service in the Church, and in a number of official capacities within dioceses, religious communities, and institutions of higher learning.

Non-Degree Programs

The School of Theology and Ministry is committed to providing the opportunity for professional development and ongoing formation for today's Church. Every person interested in exploring the important issues

of the Church today can find a workshop, lecture, or course to meet his or her interest—whether professional or personal. Our programs are designed to fit into a variety of schedules, with day, evening, weekend, and online programs during the academic year, as well as one- or two-week courses held during the STM's Summer Institute.

Academic Certificate Programs

Post-Master's Certificate in Spiritual Formation

The Post-Master's Certificate prepares ministers with a prior master's degree in theology or a related field to be spiritual mentors for persons and Christian faith communities.

Theology and Ministry Certificate

The Theology and Ministry Certificate is an 18-credit program for individuals who wish to study a specialized area of ministry, but not enroll in a full master's program.

Religious Education Certificate

The Religious Education Certificate is an 18-credit program for individuals who wish to study religious education, but not enroll in a full master's program.

Hispanic Ministry Certificate

The Hispanic Ministry Certificate is an 18-credit program designed to prepare students, ministers, and educators who are already working or are interested in doing so in the context of Hispanic communities anywhere in the U.S.

Summer at STM

In addition to individual courses for credit or audit, the M.A. in Theology and Ministry is offered through the Summer at STM.

Individual Courses

Special Student

Special Students at Boston College are those students wishing to take one or more classes in the academic year. As a Special Student at STM you may earn academic credit without enrolling in a degree program. Regular tuition applies and up to 12 credit hours may be taken. Should you later enroll in an STM degree program, the credits you earn will count toward your degree. Special Students may cross-register at other BTI schools, as long as they take one course at STM. Special Students are also allowed to take courses for audit for one-half of the credit cost.

Auditor

Students not enrolled as Special Students or in a degree or certificate program are eligible to audit one course per semester and will be charged half the per-credit tuition rate.

Minister-in-the-Vicinity

Boston College STM offers a special audit rate for those currently engaged in full-time ministry (ministers, lay ecclesial ministers, priests, rabbis, and others) who live in the vicinity and who hold a theological degree. Minister-in-the-Vicinity students can audit one course per semester at the rate of \$100 per credit hour.

Continuing Education

Conferences, Lectures, Workshops, Seminar Series

STM welcomes all as part of our commitment to making contemporary theological discussion accessible to the community. Many events are free of charge and others have a small fee.

Sabbatical

Those who wish to come to Boston College for sabbatical may apply as a Special Student or Minister-in-the-Vicinity and create their own independent sabbatical experience.

STM Online: Crossroads

STM Online: Crossroads, a program of Boston College School of Theology and Ministry, offers non-credit online courses for adult spiritual enrichment and faith formation. With a focus on shared reflection in an online learning community, Crossroads models the kind of conversation and participation that lead to deeper understanding of and personal growth in faith.

Academic Policies and Procedures

Academic Integrity at Boston College

Academic integrity is taken quite seriously at Boston College and by the dean and faculty of the School of Theology and Ministry in particular. STM abides by the University policy on academic integrity to be found in the University Policies and Procedures section of this catalog. The roles and responsibilities of students, faculty, and deans with regard to promoting academic integrity can be found there as well. STM students are strongly encouraged to become familiar with these policies and procedures, as they are held responsible for this knowledge. Students with questions regarding what constitutes a violation of Boston College's Academic Integrity Policy, especially with regard to specific courses and assignments, are invited and encouraged to ask these questions of their professors and the Associate Dean for Academic Affairs.

STM Academic Integrity Procedures

In the School of Theology and Ministry (STM), an Academic Integrity Committee (AIC) with both faculty and student members is to be constituted annually by the Associate Dean for Academic Affairs and chaired by one of the faculty members serving on the AIC.

When a faculty member determines that a student's work violates the standards of academic integrity, that faculty member should discuss the violation with the student and is encouraged (but not required) to notify the Associate Dean for Academic Affairs in writing of the incident. If the faculty member decides to impose a grading penalty, a letter of notification describing the incident and the grading penalty must be sent to the Associate Dean for Academic Affairs.

On receipt of such a notification the Associate Dean will notify the student of the allegation and the grading penalty (if any) imposed by the faculty member. The student will be given an opportunity to respond to the faculty member's notification in writing. While a case is pending, the student may not withdraw from or change status in the course.

Each reported violation of the standards of academic integrity will be reviewed by the STM AIC. The Associate Dean will serve as a non-voting administrative resource, and will maintain the Committee's record of notifications and relevant materials. In cases involving students from more than one school, or students in joint or dual degree programs, the Committees on Academic Integrity of the pertinent schools will cooperate in their review.

The Associate Dean will notify the faculty member bringing the accusation and the student that the case is under review by the AIC. The AIC at its discretion may interview any individual with knowledge pertinent to the case.

The AIC will decide a case by simple majority vote, and the Associate Dean will convey to the faculty member and the student the committee's findings as to responsibility and recommended sanctions. The Associate Dean will compile a complete file of each case, to be kept confidential in the Dean's office. Files on students found not responsible will be destroyed.

Penalties for students found responsible for violations will depend upon the seriousness and circumstances of the violation, the degree of

premeditation involved, and the student's previous record of violations. The committee may simply affirm the faculty member's penalty and issue the student a warning, which will be kept in a confidential file in the Dean's Office until the student graduates and will not be reportable to professional schools or outside agencies; or it may recommend a different grading penalty and/or impose additional administrative penalties. Such penalties may include university probation, suspension, or expulsion, all of which become part of a student's academic record and are reportable to graduate/professional schools and outside agencies.

Appeal of the committee's decision may be made by written request to the Dean of the school not later than ten days following notice of the committee's decision, and the Dean's decision will be final.

STM Academic Integrity Tutorial

This online tutorial, developed by STM faculty, students, and administrators (with lots of help from offices across the University!), is meant to help students understand better the importance of and policy regarding academic integrity at Boston College and to introduce them to the academic culture at the STM. As well, the tutorial serves as an introduction to good research practices and resources in theology and ministry at the graduate level. The tutorial is required of all new STM degree and certificate students in their first semester or summer of study. Students who do not complete the tutorial by the deadline set each semester by the associate dean for academic affairs will not be able to register for courses for the following term until they complete the tutorial. Information regarding the administration of the tutorial will be given at new student orientation and through e-mail from the associate dean for academic affairs.

University Communication Policies and Student Responsibilities

The STM follows the policies set forth in the University Policies and Procedures section of this Catalog.

Absences for Religious Reasons

The STM follows the policy set forth in the University Policies and Procedures section of this Catalog.

Academic Advising

Students are free to form mentoring relationships with all STM faculty, including but not limited to their assigned advisors, and encouraged to form these relationships particularly with those faculty working in the student's area of academic or ministerial interest. STM faculty welcome the opportunity to mentor students.

All students are assigned a faculty advisor for the purpose of course selection upon entry into an STM degree program. Students are strongly encouraged to meet with their advisors once per semester to choose courses for the following semester. Consulting the advisor ensures that when it comes time for graduation the student will have fulfilled the requirements of his or her program. Conversely, students who do not consult advisors risk not having fulfilled their requirements and then needing to take extra courses in order to do so before they graduate. Please consult the STM Academic Advising Student Resource Guide for course selection information, advising resources, and tips and tools to make the most out of your advising session.

Faculty advisors are assigned based on the student's degree program and an equitable distribution of advising among the faculty. Because advising is so important to the student's academic success, students should feel comfortable with their faculty advisors. Students who wish to change their advisor may do so by contacting the Associate

Dean for Academic Affairs, requesting and giving the reason for the change, and identifying the faculty person whom the student wishes to have as his or her advisor moving forward. The Associate Dean will handle the matter in a way that is respectful to all parties.

Academic Grievances

I. Preamble

The Academic Grievance Policy of the School of Theology and Ministry provides a procedure for the constructive and timely resolution of serious academic grievances of students against faculty members. An academic grievance is defined as a complaint by a currently enrolled graduate student against a member of the faculty related to a serious academic matter that has had an adverse effect on the student's learning or ability to perform to the best of his/her ability.

Ordinarily, questions related to a course grade are not considered cause for setting in motion an academic grievance, unless the disputed grade is judged to be evidence of a broader issue or concern related to instruction, communication, access, availability, accountability and/or fairness on the part of the professor. If a student's only issue is the grade itself, the matter should be addressed directly with the professor either in person or in writing. It is the professor's prerogative to alter or uphold the grade. In this case, the decision of the professor is final. If a student wishes to dispute a grade based on one of the alleged broader issues named above, a student may use the Academic Grievance Process to do this. The decision-makers in the Academic Grievance Process will consider only how the broader issues affected the student's grade; they will not abrogate the professor's prerogative to evaluate the academic quality of the student's work.

Resolution of grievances should involve all parties working cooperatively and respectfully to obtain resolutions acceptable to all parties involved. The grievance process first strives for mediated outcomes and only moves to directed outcomes when such efforts at mediation fail. All parties should seek resolutions at the lowest possible administrative level. The grievance should be initiated no later than the end of the sixth week of the semester immediately following the one in which the action giving rise to the complaint occurred—for example, a grievance arising from spring semester must be initiated before the end of the fall semester.

II.

Any student who believes he or she has a grievance should communicate with the faculty member(s) immediately involved as soon as possible after the action being grieved, but by no later than the close of the fall or spring semester immediately following the term in which the action giving rise to the complaint occurred. If communication results in a mutually acceptable solution, the matter shall be considered closed. If either party wishes to have a written statement of the outcome, the parties shall put the solution in writing, sign it, and each retain a copy.

III.

If, however, a resolution acceptable to all parties is not achieved, the student may present the matter in writing in a timely manner—ordinarily, "a timely manner" suggests no more than ten business days; in this case, that means ten business days from the date of the unsuccessful effort to achieve a negotiated resolution—to the chairperson of the department in which the faculty member(s) resides administratively. The written statement must clearly specify: (a) the nature of the complaint and (b) the remedy requested. The chairperson should proceed in the following manner. If the chairperson is a party to the grievance, the Associate Dean for Academic Affairs shall act in his/her stead:

(A) After consultation with both the student and the faculty member(s) affected, the chairperson should proceed in a timely manner either to mediate the matter personally or assign it for mediation to one or more members of the department.

(B) The chairperson or designated faculty mediator(s) shall then meet formally with the faculty member(s) involved and obtain a written answer to the grievance with a full explanation of the faculty member(s)' position. After a full investigation, the chairperson or assigned mediator(s) should meet again with the faculty member(s) and student involved, either separately, or jointly, or both, in order to work out a settlement of the problem. If the chairperson or assigned mediator(s) succeeds in resolving the grievance, he/she shall put the agreement in writing, obtain the signatures of all parties to the document, and provide copies of the agreement to all parties involved in the process.

Should the chairperson or assigned mediator not obtain a resolution, the chairperson, after conducting such further proceedings as he/she may determine to be necessary or desirable in his/her sole discretion, shall prepare a written decision and provide a copy of it to the student and the faculty member(s) involved.

IV.

A student grievant may appeal a decision of the department chairperson to the Dean. The appeal must be made in writing within ten business days of the decision of the department chairperson and must specify clearly: (a) the nature of the grievance; (b) the remedy sought; and (c) the reason or reasons why the proposed resolution emanating from step (III) above is not acceptable. Upon receiving the written appeal, the Dean or the Dean's designees must meet with the chairperson, faculty member(s) and student involved, separately or jointly, to seek a timely solution to the issues. If such procedures produce a resolution acceptable to all parties involved, it shall be put in writing and copies given to all of the parties.

If no resolution acceptable to all parties is achieved, the Dean or the Dean's designees shall expeditiously gather all written statements and evidence accumulated up to that point and conduct such review or such further proceedings, including hearings, as the Dean or the Dean's designees may determine in their sole discretion to be reasonably necessary to reaching an ultimate disposition of the issue(s). In the event of a hearing, the faculty member(s) and student shall each be entitled to bring, for consultative purposes only, an advisor from the School of Theology and Ministry or the wider Boston College community. If the above process achieves a resolution acceptable to all parties, the Dean or the Dean's designee(s) must put the agreement in writing, obtain the signatures of all parties to the document, and provide copies of the agreement to all of the parties.

If the Dean or the Dean's designee(s) does not achieve a resolution acceptable to all parties, the Dean shall in ten working days convey his/her decision and report (or the report of his/her designee(s) as applicable) to the chairperson and the parties involved. The Dean's decision shall be final.

Attendance

University Policy

Students are responsible for being familiar with and following the attendance policy in the University Policies and Procedures section of this Catalog. In addition, each instructor has the right to specify their own, more stringent, attendance policy for a course, provided it is clearly defined in the syllabus.

STM Policy

In order to complete and achieve successfully the objectives of an STM course, students must attend the course meetings in order to engage the professor and fellow students in the teaching and learning dynamic. Unless other arrangements are made with the instructor, a student must withdraw from a course in which he or she has been absent for any reason for 25% or more of class meeting time. If a student with 25% or greater absence rate does not withdraw from the course, the student will be given a failing grade for the course.

Audits

Students enrolled in STM degree and certificate programs may audit courses and will be charged half the per-credit tuition rate. Students will not receive financial aid/tuition remission for audited courses and audited courses will not count toward degree programs (but may be counted toward certificate programs).

Students not enrolled in STM degree or certificate programs can apply through the Admissions Office to audit STM courses for half of the credit rate per course.

The STM has a reduced audit rate for Ministers-in-the-Vicinity. Please contact the Admissions Office for more information. The rate is limited.

Students cannot register to audit courses through their Agora accounts. Students should contact the STM Service Center or the Assistant Director for Financial Aid and Academic Services in order to register to audit a course.

For summer courses, students wishing to switch from credit to audit status must do so within one week of the start of the course.

Comprehensive and Synthesis Exams Doctoral Students: S.T.D.

Consult the S.T.D. Handbook for more information about policies and procedures for comprehensive examinations. During the semesters in which a student is not registered for coursework but is preparing for and taking comprehensives, a student must be registered in TMST8528 S.T.D. Specialized Research. In accordance with the University policy on grading comprehensive exams are graded Pass with Distinction, Pass, and Fail.

Doctoral Students: Ph.D.

Consult the Ph.D. Prospectus for more information about policies and procedures for comprehensive examinations. During the semesters in which a student is not registered for coursework but is preparing for and taking comprehensives, a student must be registered in TMST9911 Doctoral Continuation. In accordance with the University policy on grading comprehensive exams are graded Pass with Distinction, Pass, and Fail.

M.Div. Students: Synthesis Exams

Synthesis exams are taken in the third (or for part-time students, the last) year of the M.Div. program. Consult the M.Div. Handbook and the M.Div. Program Director for more information about policies and procedures for the synthesis exams.

M.A. and M.Ed. Students: Thesis Projects

For M.A. and M.Ed. students, the Thesis Project serves as the comprehensive exam. Students wishing more information about the Thesis Project should obtain a Thesis Information Packet from the STM Service Center. In accordance with the University policy on grading comprehensive exams, Thesis Projects are graded Pass with Distinction, Pass, and Fail.

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Course Loads

For summer course loads, please see the policy on Summer courses. M.Div. students may not enroll for more than fifteen (15) credits in any one semester; the Associate Dean for Academic Affairs will monitor compliance with this policy.

Course Numbering

STM course numbers reveal two things about the course: the subject area and the level. The following is a key to STM Course Numbering:

- TMCE: Christian Ethics
- TMHC: History of Christianity
- TMNT: New Testament
- TMOT: Old Testament
- TMPS: Pastoral Studies/Practical Theology
- TMRE: Religious Education
- TMST: Systematic/Historical Theology

STM courses are primarily classified into three levels. These levels are not meant to restrict enrollment, but rather to guide students and advisors in choosing courses. Students wishing to take a course, but having questions about whether the course will be taught at an appropriate level for their needs should contact the instructor of the course directly.

- Level 1: Course numbers 7000–7999: No prerequisites required
- Level 2: Course numbers 8000–8099: Prerequisites required
- Level 3: Course numbers 8100 and above: Doctoral seminar

Cross-Registration

In consultation with their faculty advisors, STM students may cross-register into courses at other universities and schools of theology through the following consortia: the Boston Theological Institute, the Consortium, and the Graduate Consortium in Women's Studies. More information is available in the University Policies and Procedures section of this Catalog. Students can register for courses at BTI institutions by visiting the BTI website: www.bostontheological.org. *Note that 50% of coursework required for a Boston College degree must be taken at Boston College, and that 50% of coursework for an ecclesiastical degree (S.T.B., S.T.L., S.T.D.) must be taken with the Ecclesiastical Faculty of the STM.*

Directed Research

Directed research may be pursued on a specialized topic not currently covered in the curriculum, depending on the availability of faculty to work with a student. Ordinarily only one such project may be undertaken in the course of a master's program. Subject matter and requirements must be worked out with the professor. The agreement must be put in writing on a Readings and Research form, obtainable through the STM Service Center, signed by both the student and faculty member, and approved by the Associate Dean for Academic Affairs.

Doctoral Candidacy and Continuation

The STM follows the policy set forth in the University Policies and Procedures section of this Catalog. To register for doctoral continuation, Ph.D. students register for TMST991101 and S.T.D. students register for TMST852801.

Doctoral Dissertation Submission

In order to graduate, your graduation date must match your graduation date listed in Agora. If not, you must contact STM's Assistant Director for Financial Aid and Academic Services to have this corrected. Follow the instructions below to ensure you have completed all requirements.

Submitting your Ph.D. Dissertation

Ph.D. students should consult the office or the website of the Graduate School of the Morrissey College of Arts and Sciences for further instructions on dissertation submission.

Submitting your S.T.D. Dissertation

Please review the S.T.D. Handbook for instructions on formatting your dissertation. Submit your dissertation electronically via eTD@BC. See the Help section of the University Libraries website for instructions on how to do this.

Enrollment Status

The STM follows the policies set forth in the University Policies and Procedures section of this Catalog.

Graduate full-time enrollment is as follows:

- School of Theology and Ministry—9 or more credits
- All students are considered half-time with 6 credits.

Students completing degree requirements in their final semester may be given exceptions to the school's minimum credit standard for full-time status by their academic dean.

The credits amounts listed above are used to determine a student's enrollment status for loan deferments, immunizations, medical insurance requirements, and verifications requested by other organizations.

Graduate students in the School of Theology and Ministry are full time if enrolled in TMST8014, TMST8053, TMST8054, TMST8101, TMST8526, TMST8528, TMST8529, TMST8530, TMST8543, TMST8546, TMST9901, or TMST9911. MTS students can enroll in either TMST8053 (MTS Thesis) or TMST8014 (MTS Reflection Paper) in the last semester and should be considered full-time. Doctoral students are considered full-time if they are Graduate Assistants for academic departments, Teaching Fellows, or Research Assistants.

Final Examinations

The STM follows the policies set forth in the University Policies and Procedures section of this Catalog.

Foreign Language Requirements

Students should consult individual degree program handbooks/prospectuses for program-specific requirements.

Good Standing

A student in one or more of the following situations is considered under academic review:

1. the student's cumulative grade point average (GPA) falls below 3.0;
2. the student receives a grade of "incomplete" for one-half or more of the courses taken in a single semester;
3. the student has any incompletes that are not resolved by the end of the semester following the one in which the incomplete was obtained; and/or
4. the student has two or more grades that are below what is considered "Passing" for his or her degree program.

If a student is under academic review, the student will be notified in writing by the associate dean for academic affairs. The student will have until the end of semester in which she or he receives this notice in writing to bring his/her GPA up to 3.0, to complete all incompletes, and/or to develop a plan to make up the work not passed. If a student does not do these things, the student loses good academic standing. The associate dean will engage the student's faculty course selection advisor, the relevant department chair, and the associate dean for student affairs in a discussion as to whether and under what conditions the student may continue in his or her degree or certificate program.

The associate dean for academic affairs will also notify the associate dean for enrollment management of the names of all students who have lost good academic standing. As a result of these conversations, the student may be prevented from enrolling in further coursework, lose his or her financial aid, be dismissed from the University, or be given further conditions to meet in order to remain enrolled in the STM. The associate dean for academic affairs will communicate this information to the student in writing as soon as possible after the meeting.

Grading

The STM follows the grading policies and grading scale set forth in the University Policies and Procedures section of this Catalog. In addition, the STM faculty has adopted the following grading guidelines:

The STM's policy is articulated in relation to individual assignments; the principles, however, apply to the overall grade for a course.

- A (4.0) (94–100)

This is the highest grade awarded for individual assignments, and for a course as a whole. "A" indicates that a student's work not only meets, but exceeds the requirements specified for an assignment, and does so in an exemplary manner. As such it should be rare and granted for exemplary work. The outstanding quality of the work includes, but is not limited to, evidence of breadth and depth in reading, insightful engagement with primary and secondary sources, and a well-constructed argument that is creative in its analysis and, where appropriate, underscores the pastoral implications of a topic. To receive an "A," the assignment would be written in a way that is concise and compelling, while also conforming to accepted academic methodologies for the citation of sources.

- A- (3.67) (90–93)

This grade indicates that the work significantly exceeds the standards for a "B." The professor's comments will identify the area/s in which the assignment significantly exceeds the standards, such as its argument, methodology, range of reading, or its structure/expression.

- B+ (3.33) (87–89)

This grade indicates that the work exceeds the standards for a "B." The professor's comments will identify both what aspect/s of the paper went beyond "B" and what would have enhanced the paper's argument or presentation.

- B (3.0) (84–86)

This grade indicates that the assignment satisfies requirements specified for the particular task and does so in a competent manner; as such, the work meets expectations at the graduate level. As such it should be seen as the standard grade for satisfactory completion. "B" confirms that an assignment demonstrates a sound understanding of relevant material, is constructed coherently, and communicates ideas in a clear and accessible manner, while also being properly attentive to the norms governing the citation of references. While the B grade recognizes competency in the area covered by the assignment, the grade also suggests that greater breadth or depth was possible in fulfilling the assignment; this implies, for example, the need for wider or deeper reading, a better sequencing of ideas, or greater attentiveness to written expression in order to enhance clarity.

- B- (2.67) (80–83)

This grade indicates that the work approaches the standards for a "B," but does not fulfill all the requirements of that grade. The professor's comments will indicate whether the deficit resides in

one particular aspect of the paper—ideas, methodology, works consulted, or its structure/expression—or whether more than one aspect of the paper fell below the standard for a higher grade.

- C+ (2.33) (77–79)

This grade indicates that the work significantly fails to meet the standards for a "B," but is more than marginally acceptable. The professor's comments will identify both what aspect/s of the paper were insufficient and what would have enhanced the paper's argument or presentation.

- C (2.0) (74–76)

This grade applies to work that is no more than marginally acceptable at the graduate level. The grade makes clear that the work does not rise to the level of competency in the topic covered by the assignment; the deficits could be in any or all of the work's ideas, research, methodology, or structure/expression. "C" indicates that satisfactory completion of the course will require significant improvement in the areas specified by the professor's comments.

- F (0.0)

An assignment that receives this grade is unsatisfactory in all of the areas that demonstrate competency for a graduate student. There are no other gradations between C and F. All work below C is unsatisfactory.

Grade Changes

The STM follows the policies set forth in the University Policies and Procedures section of this Catalog.

Graduation

For graduation policies and procedures, please see the University Policies and Procedures section of this Catalog.

Incompletes

A student may, with adequate reason and at the discretion of the instructor, take an incomplete in a course. A formal request form must be obtained at the STM Service Center and signed by the professor and the Associate Dean for Academic Affairs. For approval to be granted, a date for completion must be agreed upon between the student and the professor. Except in extraordinary cases, all such "I" grades will automatically be changed to "F" according to the following University-dictated schedule:

- Spring: August 1
- Fall: March 1
- Summer: October 1

See the STM Good Standing policy for the number of incompletes a student may take in a given semester or summer and remain in good academic standing.

Leave of Absence and Readmission After a Leave of Absence

The STM follows the policies set forth in the University Policies and Procedures section of this Catalog.

Students are not eligible for STM financial aid or funding while on leave. When they return to the STM, students continue to receive the tuition remission that they were granted upon entrance into their degree program.

Students wishing to take courses at theological institutions outside of Boston College and the BTI while on leave of absence from Boston College are strongly advised to discuss this plan with their faculty advisor, the relevant department chair and the Associate Dean for Academic

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Affairs to make sure that the courses they are planning to take will transfer into and be counted toward their STM degree program. Please see the Transfer of Credit policy for more information.

In some cases, the Associate Dean may require that the student work out a plan of study for the following semester or for the completion of the degree as a condition of readmission after a leave of absence.

Masters' Theses

All M.A. and M.Ed. students are required to complete a non-credit thesis in or prior to the last semester of their programs. Students seeking more information about the thesis should obtain a Thesis Packet from the STM Service Center.

M.T.S. students have the option of using one of their electives to do a 3-credit thesis. Students seeking more information about the thesis should consult the M.T.S. Handbook and/or consult the M.T.S. Program Director. Students should be registered for TMST8053 M.T.S. Thesis.

Th.M. (Option A) students enroll in a 6-credit thesis course during their final semester; these 6 credits are part of the 24 required for the degree. Students seeking more information about the thesis should consult the Th.M. Program Director.

Online Courses

STM degree students should consult their academic advisors as to whether online courses would be acceptable toward their degrees.

Pass/Fail

Select courses are designated Pass/Fail. All requests for Pass/Fail credit, beyond taking courses designated Pass/Fail, must be approved by the student's academic advisor and the Associate Dean for Academic Affairs during the registration period. Students should obtain a Pass/Fail form from the STM Service Center.

- M.A. and M.Ed. students may take 2 courses P/F beyond those designated as such.
- M.Div. students may take no more than 18 credits on a P/F basis.
- M.T.S. students may take no more than 12 credits on a P/F basis.
- Th.M., S.T.L., and S.T.D. students may not elect to take any courses P/F, with the exception of the Spiritual Direction Practicum.
- Ph.D. students should consult the dean's office of the Graduate School of the Morrissey College of Arts and Sciences.

Prerequisites

For students with little or no background in writing research papers in the humanities, students for whom English is a second language, and others, the Admissions Committee may decide to recommend or require TMST7081 Writing and Research for Theology and Ministry as a condition of admission into a master's or certificate program.

TMST7081 is not a remedial course and is highly recommended for most students. It can be used for elective credit toward the degree by M.A. and M.Ed. students who have not been required to take it. If the student is required to take this course, however, it must be taken in addition to the credit hours required for the degree.

Four courses (12 credits) in philosophy are prerequisites for the M.Div. degree. These courses can be taken on an undergraduate or graduate level, and they can be taken Pass/Fail. For students who do not have at least 12 credits of philosophy at the time of application to the M.Div. program, these courses may be taken during the first year of the M.Div. All courses must be taken for credit and the courses themselves approved by the M.Div. program director. As prerequisites for the degree, they do not count in the 84 credits required for the M.Div.

Professional Ethics in Ministry Workshop

STM's Professional Ethics in Ministry Workshop, required for all STM students, is intended for students as they begin their programs at STM. The workshop considers ministerial ethics in theological, pastoral, and legal perspectives and invites students into an ongoing, school-wide conversation and reflection on the nature of ministerial roles and the power dynamics and ethics that attend them. Students in ministerial degree programs (except for summers-only degrees) with a field education requirement (Contextual Education or Supervised Ministry) must fulfill this requirement before they begin their placements. All other students must complete the requirement before they graduate. Information about when the Professional Ethics in Ministry Workshop is offered is distributed with admission materials. Students who have not fulfilled the requirement in their first year of study will be notified of the next available date to fulfill the requirement by the Associate Dean for Academic Affairs.

For summers-only M.A. students, the material normally covered in the Professional Ethics in Ministry Workshop will be covered during the required Contextual Education course.

Readmission After a Lapse in Enrollment

All students are required to keep their University status current. If a student does not do so, s/he must seek approval from the STM to be re-admitted to the degree program.

Each degree has a term limit—a number of years from the date of matriculation into the degree program by which a student must finish the degree. These term limits are the following:

- M.A. and M.Ed.: 5 years
- M.T.S.: 4 years
- M.Div.: 6 years
- Th.M.: 2 years
- S.T.L.: 4 years

If a student seeks readmission before the term limit expires, s/he must write the Associate Dean for Academic Affairs to request re-admittance before the start of the semester in which the student wishes to return. If granted, all courses taken towards the degree thus far will count toward the degree.

If a student seeks readmission after the term limit has expired, the student must reapply through the Office of Admissions. To begin this process, the student should e-mail the Associate Dean for Enrollment Management. If the student is readmitted to the program, a decision will be made on a case-by-case basis by the Associate Dean for Academic Affairs as to (1) which and how many courses already taken will count toward the degree; and (2) any changes in requirements for graduation with the degree. The decision to re-admit a student will be based on a consideration of the best interests of both the student and the University.

S.T.L. Thesis Submission

Before your defense, please consult the S.T.L. Handbook, found on the STM website, and follow the process outlined therein, including what to do with your signature page and instructions on how and where to submit your S.T.L. Thesis.

Summer Courses

M.A. students as well as students enrolled in Certificate studies may take summer courses at any time during their studies. Enrollment policies are as follows:

- Students who have not completed a semester or summer at the STM may take up to two on-campus courses (6 credits) per summer, with a maximum of one course (3 credits) per summer session.
- In subsequent summers, students who have and maintain a 3.5 GPA may take up to two on-campus courses (6 credits) per session. This is an intensive schedule and not recommended for all students. Students wanting to take more than one course a session should check with their advisors before registering.
- For students who are primarily summers only, Spiritual Formation and Contextual Education may be taken in addition to the guidelines set above.
- Ph.D. students should consult with their academic advisor before enrolling in summer courses.

M.Div. and M.T.S. students are eligible to take summer courses after at least one semester of study during the Academic Year*. Currently enrolled M.Div. and M.T.S. students may take up to two courses (6 credits) per summer, with a maximum of one course (3 credits) per summer session.

For Th.M., S.T.L., S.T.D. students, permission of the program director is required before enrolling in summer courses.

*With permission of the program director, incoming biblical studies students have the option of beginning their language courses in the summer term prior to their first semester, not to exceed a total of 6 credits during that summer term.

For students in all STM degree programs, summer courses in languages are acceptable if they conform to the requirements of the degree program to which they are to be applied; the student should contact the relevant program director to determine such suitability before enrolling in a summer language course.

Summer Course Registration

All students must be registered for class before the class begins. Please note: all tuition and housing charges must be paid prior to the first class. Students who have not paid their tuition and housing charges will not be admitted to class until the charges are paid. Persons with questions about this policy should contact the STM's associate dean for academic affairs.

Supervised Ministry: Criteria for Enrollment

Upon beginning their ministerial studies at the STM, students are responsible for knowing and following the guidelines for their respective degree programs regarding supervised ministry requirements. Cultivating a positive working relationship with the appropriate faculty director of supervised ministry is essential to the dynamic and interrelated processes of conscientious self-assessment, enrollment in the supervised ministry course, the appropriate selection of sites and supervisors, the development and implementation of learning goals and objectives, and rigorous, constructive and formative evaluations.

Mindful of the fact that students admitted to ministerial degree programs at the STM are expected to manifest the faith and religious commitment, the personal responsibility, the emotional maturity, the capacity for collaboration and perspective-taking, and the resiliency, resourcefulness and integrity that a program of preparation for professional ministry presupposes, the faculty members and administrators of

the STM take extremely seriously their collective institutional responsibility for guaranteeing that these expectations, among others, are met and verified before any student's enrollment in a supervised ministry course is approved. Associated with such responsibility is ongoing accountability to those supervised ministry sites and supervisors with whom the STM works in partnership.

In the light of such responsibility, when a faculty director of supervised ministry and/or the associate dean for academic affairs is provided with substantive evidence indicative of a student's lack of readiness or suitability for undertaking supervised ministry in general or a specialized supervised ministry in particular, it is the responsibility of the directors for supervised ministry and the associate dean for academic affairs to delay or deny enrollment in the supervised ministry course. In obtaining and evaluating such evidence, the faculty directors and the associate dean may consult with other Boston College personnel, who may reveal relevant information as permitted by law. In addition, the appropriate faculty director and/or the associate dean are responsible for providing the student with adequate feedback regarding the reasons for the decision as well as support and guidance regarding subsequent steps. Such advice may include referring the student to appropriate avenues of personal and professional development, inviting the student to apply for supervised ministry at a future time, encouraging the student to consider a change of degree program, or recommending (or in some cases mandating) a leave of absence or withdrawal from the STM.

Syllabi: Incorporated Texts

The following text is incorporated into every STM course syllabus, usually via a link:

For Students with Disabilities: If you have a disability and will be requesting accommodations for this course, please register with either Kathy Duggan (kathleen.duggan@bc.edu) Director, Connors Family Learning Center (learning disabilities and ADHD) or Ildiko Szekely, Assistant Director, Learning Services, Connors Family Learning Center. Advance notice and appropriate documentation are required for accommodations.

Writing Help for All Students: The STM Writing Companions Corner (WCC) offers students one-on-one help with writing research papers, exegeses, reflection papers, and other assignments frequently given by STM faculty. Please watch STM News for more information on signing up for an appointment in the WCC.

Academic Integrity Policy: Plagiarism is the act of taking the words, ideas, data, illustrations, or statements of another person or source, and presenting them as one's own. Penalties at Boston College range from a grade penalty to dismissal from the University. To avoid plagiarism, any use of another's words or ideas must be fully cited. If in the original wording, quotation marks or blocked, indented quotations must be used. For more information regarding plagiarism and other violations of academic integrity, please consult the STM website.

Bias Neutral and Inclusive Language: Language is not fixed or static, but is constantly evolving and changing as society's attitudes and practices change. Be aware of the development of new forms of expression that endeavor to describe persons in non-discriminatory ways that are appropriate, respectful and just. In accordance with the *Chicago Manual of Style* and generally accepted contemporary canons of scholarship, the expectation is to use bias neutral language in academic writing. In addition to gender inclusive language, conscientious effort should be made to use appropriate language with reference to race, ethnicity, disability, age, religion, social status, etc.

THEOLOGY AND MINISTRY

Taping of Lectures and Presentations

Presentations and lectures given by faculty, students, or others in the classroom are the intellectual property of the presenter and cannot be recorded or distributed for any purpose (including use by enrolled students) without the presenter's permission. Students who wish to record a lecture or presentation must ask for and receive the permission of the presenter prior to recording. Recording of lectures or class presentations made with the presenter's advance consent is authorized solely for the purposes of individual or group study with students enrolled in the same class unless the instructor has given explicit written consent for other uses. The recording may not be reproduced or distributed in any manner, including the Internet, without the instructor's explicit prior written consent.

Time-to-Degree Completion and Extensions

Each degree has its own time limit for graduation from the date of matriculation into the degree program.

M.A. and M.Ed.: 5 years

M.T.S.: 4 years

M.Div.: 6 years

Th.M.: 2 years

S.T.L.: 4 years

S.T.D.: 5 years, with one year extension possible

Students must petition the STM for an extension if they will not complete the degree in the time frame indicated above. Normally, only one extension will be granted per student. Students should send a letter by U.S. mail or e-mail to the Associate Dean for Academic Affairs, detailing (1) the reason the extension is needed and (2) giving a completion date for the degree. The Associate Dean will circulate the petition for extension to the student's faculty advisor and program director for approval before making a final decision on an extension. The Associate Dean will notify the student as to whether the petition has been approved and the student's new graduation term.

Transcripts and Transcripts/Diploma Holds

The STM follows the policies set forth in the University Policies and Procedures section of this Catalog.

Transfer of Credit

All STM degree students, with the exception of M.Div. students, may transfer a total of six graduate credits from another regionally accredited or ATS accredited university or school of theology, subject to the following criteria:

- At the date of the student's graduation, his or her transfer credits may be no more than five years old;
- transfer credits must have been obtained for graduate-level coursework;
- each transfer course must have been taken for a letter grade and a minimum grade of "B" must have been earned;
- credit must not have been used in obtaining any other degree; and
- coursework must be relevant to the student's degree program.

M.Div. students may transfer in 18 credits to their degree program. All of the above criteria must be met, except that transfer credits may be no more than six years old.

Students may transfer up to 12 credits taken at the STM prior to degree matriculation into an STM degree program. After admission into the degree program, students wishing to do this should contact the Associate Dean for Academic Affairs.

Jesuit scholastics transferring in courses from First Studies will receive a letter from the Director of Jesuit studies in the spring or summer prior to their arrival at STM with instructions on how to transfer in those credits.

All other students (including Jesuits transferring in courses from sources other than First Studies prior to enrollment) should follow this procedure to transfer in credits to STM degrees:

In order to transfer credits into your STM degree program, you will need to submit the following materials to the Academic Administrative Assistant:

- Transcript containing the courses you wish to transfer in (if you submitted the transcript with your admissions application, stop by the admissions office and ask that it be printed out for you; if you did not submit it already, then contact the institution and have them send an official transcript to Karen Smith, Academic Administrative Assistant, Boston College School of Theology and Ministry, 140 Commonwealth Ave., Chestnut Hill, MA, 02467).
- Syllabi of the courses you wish to transfer.
- An up-to-date program of study/course tracking sheet indicating the courses you've taken so far at STM, the courses you are hoping to transfer into the degree, and the requirements that you are proposing that all those courses fulfill (blank forms can be printed from the STM website).
- A completed Transfer of Credits form (to be obtained from the academic Administrative Assistant).

Please deliver all of the above documents to the academic administrative assistant, who will circulate all information for approval to the student's advisor, department chair, and the associate dean for academic affairs (for Jesuit Scholastics, it will also go to the director of Jesuit Studies). The associate dean will send approved credit transfers to University Student Services, who will complete the transfer process. If courses do not show up in your My Services course history within two weeks, please contact the academic administrative assistant.

Withdrawal from a Course

The STM follows the policies set forth in the University Policies and Procedures section of this Catalog.

Withdrawal from Boston College

The STM follows the policies set forth in the University Policies and Procedures section of this Catalog.

Faculty

John F. Baldovin, S.J., *Professor of Historical and Liturgical Theology;*

A.B., M.Div., M.A., M.Phil., S.T.L., Ph.D. (Yale)

James T. Bretzke, S.J., *Professor of Moral Theology;* B.A., M.Div.,

S.T.M., S.T.L., S.T.D. (Gregorian)

Richard J. Clifford, S.J., *Professor Emeritus of Old Testament and*

Professor Ordinarius, Ecclesiastical Faculty; A.B., M.A., S.T.L., Ph.D.

(Harvard)

James J. Conn, S.J., *Professor of the Practice of Canon Law and*

Professor Ordinarius, Ecclesiastical Faculty; B.A., M.A., M.Div., A.M.,

J.D., J.C.L., J.C.D. (Gregorian)

Colleen M. Griffith, *Professor of the Practice of Theology and Faculty*

Director for Spiritual Studies; B.A., M.Ed., Th.D. (Harvard)

Thomas H. Groome, *Professor of Theology and Religious Education;*

M.Div. (equiv.), M.A., Ed.D. (Union Theological Seminary/

Columbia University Teachers College)

Mary Jo Iozzio, *Professor of Moral Theology;* B.A., M.A., Ph.D.

(Fordham)

Richard Lennan, *Professor of Systematic Theology and Professor Ordinarius, Ecclesiastical Faculty*; B.A., S.T.B., M.Phil., Dr. Theol. (Innsbruck)

Joseph Weiss, S.J., *Professor of the Practice of Liturgy*; B.A., M.A., M.Div., Ph.D. (Notre Dame)

Francine Cardman, *Associate Professor of Historical Theology and Church History*; A.B., M.Phil., Ph.D. (Yale)

Dominic F. Doyle, *Associate Professor of Systematic Theology*; B.A., M.T.S., Ph.D. (Boston College)

Margaret Eletta Guider, O.S.F., *Associate Professor of Missiology*; A.B., M.Ed., M.A., S.T.L., Th.D. (Harvard)

Angela Kim Harkins, *Associate Professor of New Testament*; B.A., M.A., Ph.D. (Notre Dame)

Franklin Harkins, *Associate Professor of Church History*; B.S., M.Div., L.M.S., Ph.D. (Notre Dame)

Melissa M. Kelley, *Associate Professor of Pastoral Care and Contextual Education*; B.A., M.A., Ph.D. (Boston University)

Catherine M. Mooney, *Associate Professor of Church History*; A.B., M.T.S., M.Phil., M.A., Ph.D. (Yale)

Theresa A. O'Keefe, *Associate Professor of the Practice of Youth and Young Adult Faith and Faculty Co-Director of Contextual Education*; B.A., M.Ed., Ph.D. (Boston College)

Hosfman Ospino, *Associate Professor of Hispanic Ministry and Religious Education*; B.A. (Equiv.), M.A., Ph.D. (Boston College)

Nancy Pineda-Madrid, *Associate Professor of Theology and Latino/Latina Ministry*; B.A., M.Div., Ph.D. (Graduate Theological Union)

Jane E. Regan, *Associate Professor of Theology and Religious Education*; B.A., M.A., Ph.D. (The Catholic University of America)

Thomas D. Stegman, S.J., *Associate Professor of New Testament and Professor Ordinarius, Ecclesiastical Faculty and Dean*; B.A., M.A., M.Div., S.T.L., Ph.D. (Emory)

O. Ernesto Valiente, *Associate Professor of Systematic Theology*; B.A., M.A., M.Phil., M.Div., Th.M., Ph.D. (Notre Dame)

Andrea Vicini, S.J., *Associate Professor of Moral Theology*; B.Phil., B.Th., M.D., S.T.L., S.T.D., Ph.D. (Boston College)

Andre Brouillette, S.J., *Assistant Professor of Theology*; B.Ph., M.A., M.Div., S.T.L., D.Th. (Institut Catholique de Paris)

Andrew Davis, *Assistant Professor of Old Testament*; B.A., M.T.S., M.A., Ph.D. (Johns Hopkins)

Brian Dunkle, S.J., *Assistant Professor of Historical Theology*; A.B., M.S., M.A., S.T.B., S.T.L., Ph.D. (Notre Dame)

Barton Geger, S.J., *Assistant Professor of the Practice in Ignatian Studies*; M.A., M.Th., S.T.L., S.T.D., (Universidade Pontificia Comillas)

William Roozeboom, *Assistant Professor of Pastoral Care and Counseling*; B.A., M.Div., Ph.D. (Brite Divinity School: Texas Christian University)

Michael Simone, S.J., *Assistant Professor of Old Testament*; B.A., M.A., M.Div., S.T.L., Ph.D. (Johns Hopkins University)

Contacts

- General Information: 617-552-6501
- Admissions: 617-552-6506
- STM Online: Crossroads: 617-552-4075
- Continuing Education: 617-552-0185

Christian Ethics

Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed at www.bc.edu/courses.

TMCE7008 Introduction to Catholic Social Ethics (Summer/Fall: 3)

This 3-credit summer course will be taught by Stephen Pope and meet on June 26–July 13, Monday–Thursday from 8:30–11:45 a.m. This course will also be offered fall 2017 by Mary Jo Iozzio. Note in summer: each class has Pre-Class work to complete, which generally includes reading and often requires a written essay to be submitted before or on the first day of class. See the course description on the web site: <http://www.bc.edu/schools/stm/summer/summercourses.html> for more information.

This course introduces the rich tradition of social ethics engaged explicitly by Leo XIII, *Rerum novarum* (1891), continued by his successors and bishops conferences, and enriched by theological reflection that continues today. Attention will be given to the principal documents (encyclicals, *Gaudium et spes* (1965), pastoral letters), and the contexts from which they emerged to gain facility in applying social analysis to contemporary concerns. Key themes to be studied: life and dignity of the human person, solidarity, social participation and the common good, the preferential option for the poor, and economic development and work, among others.

Mary Jo Iozzio

Stephen Pope

TMCE7034 Critical Ethical Issues (Spring: 3)

This is the introductory course in moral theology for all degree programs, except the M.Div.

This course considers critical contemporary issues from Catholic, interdenominational, interfaith, international, and cross-cultural perspectives. Attention will be given to the Wesleyan Quadrilateral (scripture, tradition, reason, and experience) and casuistry to ground a common approach in the examination and interrogation of the issues to be addressed. The principal ethical issues to be studied include: economic justice (access to health and human services), sexual ethics (just love, sexual identity, misogyny, pedophilia, and reproduction), respect life (abortion, euthanasia, hyper-incarceration and capital punishment), fanaticism and religious fundamentalism, environmental degradation and human ecology (natural disasters), and the toll of a perpetual state of war.

Mary Jo Iozzio

TMCE7038 Professional Ethics for Ministry I (Fall: 3)

This workshop will be offered on Thursday, September 21, 2017 and Friday, October 26, 2017 from 1:30–5:30 p.m. Students may choose either date.

This is the first of a two-part workshop series. This intensive workshop offers participants an opportunity to reflect theologically and pastorally on professional ethics in ministry. Through varied modalities, participants will consider a broad spectrum of ministerial activities and the correlative ethical responsibilities of the minister.

Melissa Kelley

TMCE7052 Theological Bioethics: From the Basics to the Future (Spring: 3)

Cross listed with THEO7813

The course addresses, first, the basics issues in bioethics focusing on the beginning of human life (reproductive technologies, prenatal

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diagnosis, abortion), biomedical research (transplantation, AIDS, genetic research, stem cell research), sustainability, and the end of human life (palliative care, vegetative state, euthanasia). Second, it discusses the bioethical concerns raised by developing biotechnologies (e.g., neurosciences, oncofertility, nanotechnology, cyborg technologies). By studying the current theological debate and the Catholic Magisterium, principles and theories will be highlighted aiming at supporting personal decision-making and pastoral service.

Andrea Vicini, S.J.

TMCE8002 Fundamental Moral: Theological Ethics (Fall: 3)

Prerequisite: At least one course in CE; MA: advanced students in ethics

This Level Two course treats Roman Catholic fundamental moral theology, focusing on both traditional and contemporary understandings of principal themes such as: The Nature and History, as well as a Methodological Model for Approaching Fundamental Moral Theology; The Moral Person and Moral Community; Conscience, Moral Norms and the Natural Law; Evaluations of Moral Acts; Sin (personal and social), Conversion and Reconciliation; Roles of Church Teaching (Magisterium) and Tradition in selected contemporary issues in the areas of sexual ethics, health care and bioethics, Catholics in the political arena will be discussed in terms of applying the fundamental themes of moral theology.

Andrea Vicini, S.J.

TMCE8063 Social Ethics in Feminist Perspectives (Fall: 3)

Prerequisite: TMCE7008 Introduction to Catholic Social Ethics or TMCE8002 Fundamental Moral: Theological Ethics

In the past fifty years women's voices and the voices of people who have been marginalized have been raised and heard in unparalleled fashion in the academy and society; neither has theology remained untouched or unsympathetic. Acknowledging that "the personal is political," this course will explore the social constructions of sex and gender to unpack practices contrary to human flourishing as protected by the status quo across time and place. Attention will be given to some of the key insights that feminist and other context-based theological ethics have raised and the social challenges these critiques engage.

Mary Jo Iozzio

TMCE8518 Global Health and Theological Ethics (Spring: 3)

Prerequisite: One undergraduate or graduate course either in bioethics or moral theology.

Cross listed with THEO7817

Level 3 course. Undergraduate students can request permission to enroll in the course by contacting the professor.

The course engages theological ethics in promoting global health as an urgent good and right that is integral to a vision of just society. Global health challenges (from HIV/AIDS to poverty and underdevelopment) are studied by highlighting international examples (from Asia, Africa, and the Americas) that help to identify the theological agenda and to implement it. Public health concerns and universal health coverage are part of this agenda worldwide. The course's theological analyses and proposals rely on Catholic and Protestant insights (from social doctrine to philosophical and theological bioethical discourse).

Andrea Vicini, S.J.

TMCE8541 Disability Studies and Theological Ethics (Spring: 3)

Prerequisite: One graduate level course in fundamental moral theology (including CST) and one graduate level course in systematic theology, liberation theology or equivalent.

This course investigates Disability Studies at the intersections of interdisciplinary subjects in the humanities, including Scripture, theology, and theological ethics. Attention will be given to the hermeneutic work of Disability Studies and considerations in scripture studies, theology, and theological ethics. The course (1) presents the history of people with disabilities (similar to feminist retrievals of "undocumented stories" found by reading between the lines of texts), (2) explores the move from institutionalization to rights, liberties, and self-determination, and (3) considers how theological ethics in particular calls for something radically new in the way of solidarity between people with disabilities and their normative counterparts.

Mary Jo Iozzio

History of Christianity

Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed at www.bc.edu/courses.

TMHC7026 History of Western Christianity I: 100–850 (Fall: 3)

Through lectures and primary source readings, the course surveys the major cultural, institutional, and theological developments of ancient Christianity from the time of the persecutions to the break-up of the Carolingian empire and the rise of medieval Christendom.

Francine Cardman

TMHC7027 History of Western Christianity II: 850–1650

(Spring: 3)

Level 1 course. Students need not have taken History of Western Christianity I or any other course in church history.

General survey of Western Christianity, with special emphasis on institutional, theological, pastoral and spiritual issues. Lays the foundation for understanding many features of the Church today. Topics include monasticism, establishment of the modern papacy, lay apostolic movements (e.g., beguines), religious orders (e.g., Franciscans, Jesuits), heresies, crusades, inquisitions, scholasticism, saints (e.g., Hildegard of Bingen, Francis of Assisi, Ignatius of Loyola), popular devotions, women in church, mysticism, Protestant Reformation, church councils (e.g., Trent), overseas evangelization. Lectures, readings in primary sources, focused discussion.

Franklin Harkins

TMHC7149 The Jesuits in the Modern Church: Innovations and Struggles (Spring: 3)

This course is open to all students interested in Church History.

Since its inception in the sixteenth century, the Society of Jesus has emerged as a leading force in the Catholic Church, bringing about a new thrust in spirituality and religious life, and putting its imprint on education, culture and theology. We will explore the history of the Catholic Church through the lens of the worldwide history of the Jesuits from their foundation to our days. Throughout this journey, we will encounter Ignatius Loyola, Francis Xavier, Jean de Brébeuf, Mateo Ricci, Pedro Arrupe, and Pope Francis, as well as the themes of inculturation, the arts, the social apostolate, and Vatican II.

André Brouillette, S.J.

TMHC8010 Medieval Liturgy (Spring: 3)

School of Theology and Ministry course.

Liturgy in the West from Gregory the Great to the eve of the Reformation. Focus will be on the Eucharist and the Liturgical Year. Knowledge of Latin is desirable.

John Baldevin, S. J.

TMHC8015 Classics of Christian Spirituality: 100–1200

(Spring: 3)

Through careful and critical reading of representative texts from the period, the course will explore the variety of images, ideals, and ways of Christian living that emerged in the changing historical circumstances of the second through the twelfth centuries (e.g., martyrdom, asceticism, pilgrimage, lives of holy women and men, monasticism, mystical and ascetical theology). There will be introductory lectures on texts, authors, and contexts, but class sessions will center on focused discussion of the primary readings. Students are responsible for further background reading as needed for informed participation.

Francine Cardman

TMHC8027 Ministry and Leadership in the Early Church

(Spring: 3)

Prerequisite: Course in early church history or in systematic theology/ecclesiology.

The course studies the emergence, development, practice and theologies of leadership and ministry in the churches of East and West from 100 to 600 CE. Topics include varieties of leadership, development of structures of ministry, emergence of distinctions between laity and clergy, patterns of oversight and communion, conciliar decision-making, and episcopal leadership and empire. Readings, discussion, lecture.

Francine Cardman

TMHC8067 The Book of Job in the Middle Ages (Spring: 3)

Prerequisite: A course in History of Christianity.

Throughout the Middle Ages the Old Testament Book of Job attracted the attention, scholarly acumen, and artistic insight of a number of Christian clerics, exegetes, theologians, philosophers, historians, poets, and painters. This course surveys some of the most important medieval Christian engagements with and interpretations of Job, both in exegetical and theological works (e.g., the *Moralia* of Gregory the Great; the commentaries of Thomas Aquinas, Albertus Magnus, and Nicholas of Lyra; and commentaries on the *Sentences* of Peter Lombard), on the one hand, and in vernacular and popular works (e.g., artistic depictions, Old English literature, the sermons of John Wycliffe and his followers), on the other.

Franklin T. Harkins

TMHC8068 Great Christian Thinkers: Augustine, Aquinas, and Luther (Fall: 3)

Prerequisite: A course in History of Christianity.

Augustine of Hippo, Thomas Aquinas, and Martin Luther determined the shape of Christian thought and practice in the West in innumerable, profound, and lasting ways. This course provides an introduction to the life, literary works, and theology of these three great Christian thinkers. For each, our readings and discussions will focus on the themes of "Faith and Reason" and "Nature and Grace." Throughout the course, we will consider how the historical and cultural context, education and formation, vocation, personality, and spirituality of each theologian influenced the content and form of his theology.

Franklin T. Harkins

TMHC8514 Ethical Themes in Augustine (Fall: 3)

Prerequisite: Master's courses in Systematics, Ethics and Early Church History.

This is a doctoral level seminar intended for advanced degree students (S.T.L., S.T.D., Ph.D.) and presupposes previous preparation in early church history or patristic theology and in ethics or moral theology. Departmental permission required.

The seminar explores foundational theological and ethical themes in Augustines works (e.g., love, sociality, sin and grace, moral agency, evil) and examines the way in which those themes function in selected texts and topics in Augustines ethics (e.g., love of God and neighbor; poverty, riches, property; gender and sexual ethics; religious coercion and just war; social and political life). Extensive readings in primary sources in translation and short weekly papers are the basis for focused class discussion. At least one longer seminar paper and a final research paper are required.

Francine Cardman

New Testament**Course Offerings**

Note: Future course offerings and courses offered on a periodic basis are listed at www.bc.edu/courses.

TMNT7013 Acts of the Apostles (Spring: 3)

Prerequisite: NT Intro is recommended.

An exegetical analysis of Luke's narrative of the birth and growth of the early church and its key theological themes (e.g., God, Jesus, the Holy Spirit, the twelve apostles, Jerusalem, the church, Jews and Christians, the Gentiles, Christology, eschatology, mission, salvation history). The treatment will proceed with particular attention to the Gospel of Luke, the genre and purpose(s) of Luke's second book, and the life setting of the Lukan author and audience.

Christopher Matthews

TMNT7023 Introduction to the New Testament

(Spring/Fall/Summer: 3)

This course will be offered summer 2017, July 17–August 3 (Monday–Thursday) from 6–9 p.m. by Christopher Stroup. This course will be offered fall 2017 by Angela Kim Harkins and spring 2018 online by Christopher Stroup. Note for summer: each class has Pre-Class work to complete, which generally includes reading and often requires a written essay to be submitted before or on the first day of class. See the course description on the web site: <http://www.bc.edu/schools/stm/summer/summercourses.html> for more information.

The New Testament is a collection of diverse writings that are central to Christian faith and life. This course will introduce students to the literary characteristics, historical context, and theological content of these writings and to the methods and approaches associated with the modern discipline of biblical studies.

Angela Kim Harkins

Christopher Stroup

TMNT7023 Introduction to the New Testament (Fall: 3)

Cross listed with THEO7827

Introduction to academic study of the New Testament for graduate students entering theology and ministry programs. Surveys each book of the New Testament including its historical setting, its sources, authorship, and literary structure, and its major theological themes. Concludes with a treatment of the "historical Jesus" debate.

Pheme Perkins

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TMNT7042 Gospel of Luke (Fall: 3)

Prerequisite: TMNT7023 Intro to New Testament or equivalent

This course aims to develop the student's ability to use the Gospel of Luke more precisely in relation to its Synoptic counterparts and to integrate the Lukan perspective meaningfully into preaching, teaching, and personal reflection. This goal will be pursued through a survey of the structure, content, and main themes of the Third Gospel, based primarily upon exegetical and narrative analysis of the text with attention to current discussion in the scholarly literature.

Christopher Matthews

TMNT7047 The Gospel of John (Spring: 3)

This course will examine the Gospel of John with attention to its distinctive literary and theological aspects within its historical context. In spring 2018, topics that will be given special consideration include the relationship between the Johannine communities and the Jewish groups of their time, the understanding of discipleship in the Fourth Gospel, and the reception of this Gospel in the history of the Church.

Angela Kim Harkins

TMNT7101 Directed Readings (Fall/Spring: 3)

Richard Clifford, SJ

TMNT8005 Great Themes of the Bible (Fall: 3)

Prerequisite: Introductions to OT and NT (or equivalents)

A survey of several key themes that emerge and re-emerge in the Christian Bible (encompassing both the Old and New Testaments). These themes include creation and eschatology; election and the nations; covenant and law; mediator/suffering servant; divine justice; sin and forgiveness; manifestations of God (e.g., Wisdom, Word, Spirit); Kingdom of God; and resurrection. This course serves as a good capstone course for M.T.S. and M.Div. students. Accommodations can be made for more advanced students.

Richard Clifford, SJ

Thomas Stegman, S.J.

TMNT8039 John and Virtue Ethics (Spring: 3)

Cross listed with THEO7712

An examination of selected passages from the Johannine writings—John's Gospel, 1-3 John, and Revelation—with a focus on their possible contributions to virtue ethics and issues in moral theology today.

James Keenan, S.J.

Thomas Stegman, S.J.

TMNT8083 Letter to the Hebrews (Spring: 3)

This course on the Epistle to the Hebrews will examine the major interpretive issues surrounding this New Testament book. Attention will be given to matters of literary form, historical context, and theological imagery.

Angela Kim Harkins

TMNT8084 Shorter Letters of Paul (Fall: 3)

Prerequisite: Prior New Testament course required

A close reading of four shorter letters of Paul—1 Thessalonians, Galatians, Philippians, and Philemon—with attention to historical and social context, rhetorical structure and situation, and theological significance for our understanding Paul's thought and practice in his ancient context and for today.

Christopher Stroup

TMNT8086 Second Temple Judaism (Fall: 3)

This course surveys the diverse forms of Judaism that are present during the Second Temple period (519 BCE–70 CE) in order to better understand the rich cultural and religious context from which

Christianity and Rabbinic Judaism emerged. Topics that will be discussed include canonization; deuterocanon, rewritten Bible; prayer and ritual; Hellenistic Judaism; the Maccabean Period; Messianism; Purity/Impurity; Dead Sea Scrolls; Philo; Josephus; Paul and others.

Angela Kim Harkins

Old Testament

Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed at www.bc.edu/courses.

TMOT7014 The Core Narrative of the Old Testament: Genesis to Kings (Fall: 3)

A study of the Pentateuch and the Deuteronomistic History (Deuteronomy to Kings) through lectures, and sections in which students present an exegesis of important passages. Solid knowledge of these books is essential to understand the rest of the Bible. This course does not duplicate other introductions, for we read only Genesis through Kings (not the Prophets, Wisdom Literature, or Psalms), and a third of the class time is devoted to small sections, which are designed to sharpen exegetical and preaching skills.

The Department

TMOT7055 The Prophets (Spring: 3)

This course provides a historical, literary and theological overview of the prophets and the prophetic books in the Hebrew Bible. Although we will look at the Former Prophets, most of the class will focus on the Latter (Writing) Prophets. When possible, we will read prophetic books in their entirety, but for longer books we will read selected texts. By the end of this course I hope that you will better appreciate the rich diversity of form, style and theology we find in the prophetic books.

Andrew R. Davis

TMOT7067 Introduction to the Old Testament (Spring: 3)

A literary, historical, and theological introduction to the Old Testament (Hebrew Bible)—the Pentateuch, Deuteronomistic History, Wisdom Literature, and Prophets. Key books will be read in their entirety: Genesis; Exodus; Deuteronomy (chs. 5–28 only); 1 and 2 Samuel; Psalms (selected); Ecclesiastes, Job; Isaiah; and Daniel, and others in selection.

Michael Simone, S.J.

TMOT7101 Directed Readings in Hebrew (Fall/Spring: 3)

This is a year long course and students receive 3 credits in the spring semester.

Directed Readings in Hebrew.

Richard Clifford, S.J.

TMOT7133 Women in Scripture (Summer: 3)

This 3-credit course will meet summer 2017 June 26–July 13, Monday–Thursday from 5:45 pm–9:00 pm. Note: each class has Pre-Class work to complete, which generally includes reading and often requires a written essay to be submitted before or on the first day of class. See the course description on the web site: <http://www.bc.edu/schools/stm/summer/summercourses.html> for more information.

This course will begin with an overview of feminist biblical hermeneutics—its history and variety—and then we will examine depictions of women throughout the Christian Bible. Part of this analysis will consist of looking at these depictions from different feminist perspectives. Another part of our analysis will be a consideration of the stories' social and cultural contexts, especially what archaeology can tell us about women's lives in antiquity.

Andrew R. Davis

TMOT7134 Job and Suffering (Spring: 3)

This course examines how the Hebrew Bible addresses questions around human suffering. After surveying different biblical perspectives, we will immerse ourselves in the Book of Job, in which Job and his friends (and, ultimately, YHWH) consider the meaning of Job's suffering. While this course is primarily interested in the theologies of the Book of Job, we will also take into account the book's literary artistry, redaction history and historical context. By the end of this course I hope you will have a better understanding of this important book, which is as timeless, complex, and inexhaustible as the mystery it contemplates.

Andrew R. Davis

TMOT8003 The Psalms: Prayer of Israel, Prayer of Christians (Spring: 3)

Prerequisite: No prerequisites, but TMOT7014 The Basic Narrative of the Old Testament: Genesis to Kings is highly recommended.

From ancient times to the present, the Book of Psalms has held a central role both in expressing and in shaping the faith experience of Jews and Christians. This course investigates the Book of Psalms with some attention to similar literary material from other Old Testament and New Testament books and from other ancient Near Eastern sources. It will consider issues of genre, poetic features and structure, theological themes, and dramatic logic. The course will also examine how psalms function in Christian spirituality, both in the liturgy (considering the lectionary for Mass and the liturgy of the hours) and in personal prayer.

Michael Simone, S.J.

TMOT8505 Seminar: Isaiah (Fall: 3)

Prerequisite: This is an advanced course and thus presumes an Introduction to Old Testament course. Knowledge of Hebrew will be helpful.

Besides containing some of the Bible's most beautiful poetry, the Book of Isaiah is an important witness to periods of tremendous upheaval in Israel's history. This course will examine the book from a range of perspectives—literary, historical, and especially theological. We will consider how First, Second, and Third Isaiah make theological sense of difficult times and help later readers, including us, do the same.

Andrew R. Davis

Pastoral Studies**Course Offerings**

Note: Future course offerings and courses offered on a periodic basis are listed at www.bc.edu/courses.

TMPS7017 Liturgical Preaching I (Fall: 3)

This course is an introduction to the art of liturgical preaching. Included will be discussion of the nature, content, and context of the homily with emphasis on developing skills of preparation, composition, and delivery. There will be opportunity for frequent student preaching with the use of videotape for teacher, peer, and self-evaluation.

Joseph Weiss, S.J.

TMPS7018 Death and Dying (Spring: 3)

The study of death and dying is a complex, multidimensional, and evolving field. This course draws on contemporary theory and research to explore death and dying from multiple perspectives, including religious, theological, pastoral, and psychological. Topics include societal attitudes toward death; facing one's own death; cultural features of death and dying; end-of-life issues; children and death; funerals and the use of ritual in

ministry to the dying; pastoral sensitivities and skills for ministering to the dying; and pressing contemporary concerns, such as death in the workplace, institutional death, violent death, and death in global perspective.

Melissa Kelley

TMPS7041 The Practice of Ministry with Youth and Young Adults: Discernment in a Poly-Vocal World (Fall: 3)

This course aims to explore elements critical to the effective practice of ministry for and with youth and young adults. Considering the broad demographics herein, this class attends to fostering the skills of discernment and mentoring, which would be valuable across the spectrum of these varied constituencies and contexts. Together the class explores the contexts of the ministry (ecclesial and social), identifies a vision for the work, and considers how that vision might assist in discerning God's action in and direction for work with youth and young adults.

Theresa O'Keefe

**TMPS7060 Education in Faith: Foundations and Practice (Fall: 3)
Cross listed with THEO7060**

This course proposes theological, spiritual and pedagogical foundations for a participatory and empowering approach to faith-based education, pastoral ministry and service. Reflecting religious education as a mode of practical theology and concern for the spiritual foundations of Catholic education, the course invites participants to develop their own praxis of educating from and for faith. This is the purpose of the Church's educational work in the world. However, it is also a responsibility of every Christian person and of every function of ministry and faith based service.

Thomas Groome

TMPS7080 Spiritual Formation for Ministry (Fall/Spring/Summer: 1)

This two semester program, a requirement for first year M.A. Theology and Ministry students, cultivates practices for integrating faith, life, and ministry through prayer and reflection on central themes of spirituality for ministry. The program consists of two parts. First, a student commits to a small faith community, which meets on the same day and same time twelve times during the academic year under the guidance of a trained facilitator. Second, a student creates a spiritual formation plan (SFP), the components of which may be fulfilled throughout the duration of one's degree program. Students who are able to meet only in the summer meet Monday and Thursday for 3 weeks from 2:00–4:00 p.m. Dates: June 26, June 29, July 3, July 6, July 10, July 13.

Barbara Quinn, RSCJ

Jacqueline Regan

TMPS7090 Ministry in a Diverse Church: Latino Perspectives and Beyond (Fall: 3)

This course is being offered online for fall 2017.

Catholicism in the United States is presently shaped by rich cultural traditions that demand creative approaches to ministry in the midst of diversity. Nearly 45% of all Catholics in the country are Hispanic, 40% Euro-American, 4% Asian-American, 3.7% African-American, among others. Students in this course explore key questions and discuss ministerial strategies that will help them develop cultural competencies for effective ministry today. The course builds on the U.S. Latino/a Catholic experience as a case study while addressing core issues in ministry that affect everyone in the Church. Ecumenical and international perspectives are welcomed into this conversation.

Hoffman Ospino

THEOLOGY AND MINISTRY

TMPS7093 Introduction to Pastoral Care and Counseling: A Narrative Approach (Fall: 3)

In this introduction to pastoral care and counseling, you will reflect on the discipline as a charism for the whole people of God that can be practiced in empowering and teachable ways. Focusing on how people shape their lives through stories, you will explore congregational and personal family systems and self care practices. Particular topics to be addressed will be family counseling, violence, crisis ministry, depression, substance abuse, and boundaries in ministry. You will explore the theological horizons of pastoral care and counseling, including the interface between counseling ministry, sacramental ministry, and Ignatian spirituality.

Melissa Kelley

TMPS7096 Professional Ethics for Ministry II (Spring: 0)

This workshop is being offered on Monday, March 26, 2018 from 8:00 a.m.–12:00 p.m., and on Friday, April 6, 2018 from 12:00–4:00 p.m. Students will register for one of these dates.

This is the second part of the Professional Ethics for Ministry workshop. This intensive workshop offers participants an opportunity to reflect theologically and pastorally on professional ethics in ministry. Through varied modalities, participants will consider a broad spectrum of ministerial activities and the correlative ethical responsibilities of the minister.

Melissa Kelley

TMPS7101 Directed Research in Pastoral Ministry

(Fall/Spring/Summer: 2)

The Department

TMPS7169 Adolescent Ministry: Theological Foundations, Liturgical Perspectives and Pastoral Practices for Youth Ministry (Summer: 3)

This course will be offered June 26–July 13, 2017. It will meet Monday–Thursday from 5:45–9:00 p.m. Note: each class has Pre-Class work to complete, which generally includes reading and often requires a written essay to be submitted before or on the first day of class. See the course description on the web site: <http://www.bc.edu/schools/stm/summer/summercourses.html> for more information.

An introductory study of comprehensive Christian youth ministry; examines the Church's ministry to adolescents; explores essential ecclesial documents and non-ecclesial texts which pertain to and advocate for young people; addresses pertinent theological, liturgical, and pastoral issues in Christian youth ministry; investigates various models and methods for congregational/parish youth ministers to employ. This is a foundational course in youth ministry and is designed to help the prospective youth minister to understand practical side of youth ministry as well as learn to think theologically about youth ministry as an indispensable, holistic, and comprehensive ministry within the church.

Arthur Canales

TMPS7170 Dorothy Day: A Revolution from the Heart

(Summer: 1)

This course meets July 10–13, (Monday–Thursday) from 6:00–9:00 p.m. Note: each class has Pre-Class work to complete, which generally includes reading and often requires a written essay to be submitted before or on the first day of class. See the course description on the web site: <http://www.bc.edu/schools/stm/summer/summercourses.html> for more information.

This course will examine the life and message of Dorothy Day (1897–1980), exploring the literary, political, and spiritual sources that influenced her as well as her ongoing legacy in the church. Drawing on

her published writings, we will consider her prophetic response to war and injustice, and the spirituality that underlay her witness. In light of her proposed canonization, we will also examine her invention of a new model of holiness for our time, and consider her significance for contemporary movements in the church, particularly in the era of Pope Francis.

Robert Ellsberg

TMPS7171 Cultivating Spirituality in a Technological Age

(Summer: 1)

This course will meet Monday, July 24 through Thursday, July 27, 2017 from 6:00–9:00 p.m. Note: each class has Pre-Class work to complete, which generally includes reading and often requires a written essay to be submitted before or on the first day of class. See the course description on the web site: <http://www.bc.edu/schools/stm/summer/summercourses.html> for more information.

Whether we are “digital natives” thoroughly at home in a world of gadgets, or individuals desperately trying to stay afloat in a device-saturated culture, contemporary technology exerts a tangible influence on how we understand ourselves, relate to others, and discern the presence and action of God in our lives. Our contemporary preoccupation with a “culture of connection” has led to a “contemplative deficit” in many of our lives. Becoming “spiritual Luddites” (those who simply renounce modern technology) is not a viable option. Besides, we all recognize that technology provides us with far too many benefits to repudiate it entirely. Rather what is needed, and what will be explored in this course, is a more profound grasp of the ways in which technology shapes our lives. Only then can we begin to cultivate a more discerning appropriation of technology in our lives.

Richard Gaillardetz

TMPS7173 All Shall Be Well: Psychological and Theological Resources which Promote Flourishing for Individuals and Communities (Summer: 3)

This course will meet Monday through Thursday, July 17–August 3, 2017; from 8:45 a.m.–11:45 a.m. Note: each class has Pre-Class work to complete, which generally includes reading and often requires a written essay to be submitted before or on the first day of class. See the course description on the web site: <http://www.bc.edu/schools/stm/summer/summercourses.html> for more information.

Pastoral care has been dominated by a focus on the healing of individual suffering without sufficient attention to the transformative power of joy as an essential element of health and well being. This interdisciplinary course draws upon the disciplines of positive psychology, neuroscience, interplay, appreciative inquiry, biblical studies and a theology of joy. We will learn about and experience the impact of cultivating practices, attitudes and dispositions which heighten the experience of joy and contribute to a flourishing life for individuals and communities. The class will utilize multiple pedagogical methods that require an openness to experiment with novelty.

Brita Gill-Austern

TMPS7174 Structures of Ecclesial Life and Ministry (Spring: 3)

This course focuses on issues of governance in the Catholic Church at the universal, diocesan, and parish levels and on the rights and obligations of individuals and groups such as laity, consecrated persons, and clergy. Attention is given to institutions such as Catholic schools and universities. The course is important for future ministers, both lay and ordained, but it can also be of more theoretical interest to other students of theology.

James Conn, S.J.

TMPS7177 At the Bedside and Beyond: Contemporary Perspectives on Health Care Chaplaincy (Summer: 1)**STM Summer 2017 Conference**

This course meets July 10–13 (Monday–Thursday) from 8:30–11:45 a.m. Enrollment in this course is for audit status only.

Join us at Boston College this summer for four days of engagement on important topics and themes concerning health care chaplaincy today. The focus of the conference is the ministry of health care chaplains today both within and beyond the health care setting. Faculty from the Boston College School of Theology and Ministry will develop this focus as they offer a contemporary vision for health care chaplaincy that includes spiritual care in the community. Other presenters include local ministers engaged in spiritual care beyond traditional walls, particularly with those experiencing homelessness. The week attends to additional important topics for health care chaplains, such as palliative care in interdisciplinary perspective and the needs of Latinos/as in medical crisis. Throughout the week, participants will have frequent opportunities to integrate presentations with their self-understanding as health care chaplains today.

*Melissa Kelley***TMPS8006 Ministry and Theology of the Sacrament of Reconciliation (Spring: 3)***Prerequisite:* Fundamental Moral Theology and Canon Law of Marriage and Sacraments

This course is part of the M.Div. Rites Practicum, and is open to non-ordination students, including women, as long as they have the prerequisites and are aware that the primary focus is on preparation for the ministry of the Sacrament of Reconciliation.

This course treats the Roman Catholic Sacrament of Reconciliation utilizes a combination of an ongoing practicum on confessional counseling, and also including presentation of the principal moral, liturgical, and systematic theology as it relates to the Sacrament. Additional attention will be paid to spiritual direction and pastoral counseling in the context of sacramental confession, as well as a number of pastoral, moral, and canonical issues which often surface in the celebration of the Rite of Reconciliation.

*Joseph Weiss, S.J.***TMPS8007 Contextual Education (Fall/Spring/Summer: 5 or 2)**

Contextual Education is offered in the summer for 2-credits for MAPM students, and the academic year for 5-credits.

This is the supervised ministry requirement of the MATM and MAPM, completed in the latter part of degree work. Composed of two elements: work at a supervised ministry site; and participation in the classroom component (on-campus for MATM students; on-campus and online for MAPM students). The experience runs across both fall and spring semesters. Ministry sites must be investigated and established prior to the beginning of the fall semester (for MATM students) or the Summer Institute (for MAPM students). Therefore students should work in the prior spring semester with the faculty director of Contextual Education to initiate the placement process.

*Theresa O'Keefe***TMPS8008 Rites Practicum (Spring: 3)**

A practicum designed to prepare ordination candidates in the Roman Catholic Church for the ministry of liturgical presidency. Students will meet twice a week (once for theory and once for practice) as well as in small groups and for videotaping.

*Joseph Weiss, S.J.***TMPS8019 The Canon Law of Marriage and the Sacraments**

(Fall: 3)

A study of the canonical norms governing marriage and the sacraments of initiation and healing in the Catholic Church. Special attention is given to the prenuptial preparation of couples for marriage and to the various grounds of nullity for failed marriages. Treatment of marriage and the other sacraments is directed to priests, deacons, and lay persons who administer and assist at them, and to those who prepare the faithful for their valid, lawful, and fruitful reception. Consideration is given to the theological basis of the law and its appropriate pastoral application.

*James J. Conn, S.J.***TMPS8023 Professional Ministry Practicum (Fall/Spring: 3)***Prerequisite:* Students must meet with the professor before registering for this course.

This practicum is by permission of the instructor. Students should meet with the instructor early in their degree programs to allow sufficient time to plan an approved practicum experience.

The professional ministry practicum provides M.Div. students with an opportunity to integrate the academic study of theology and ministry with the exercise of a particular pastoral ministry under supervision. There are three required components of the professional ministry practicum. First, students are engaged in pastoral ministry in an approved setting for a required number of hours. Second, students are mentored by approved supervisors at the ministry site. Third, students participate in a course component to deepen their understanding of their ministry experience and to further develop pastoral and professional skills and sensitivities for ministry.

*Melissa Kelley***TMPS8024 CPE Reflection Experience (Fall/Spring/Summer: 1)**

This one-credit experience is required of all M.Div. students who complete a unit of Clinical Pastoral Education (CPE) for academic credit. It offers the opportunity to examine and articulate the pastoral and professional learning one has gained through participation in CPE. Students prepare written summations of and reflections on their experiences and engage in an oral process of reflection with other participants.

*Melissa Kelley***TMPS8034 Introduction to the Practice of Spiritual Direction**

(Fall/Spring: 3)

Graded Pass/Fail.

This practicum is a two-semester, six-credit course in which students direct 2–3 persons, receive supervision, and attend a three-hour seminar every week. One full year of graduate level theological study before beginning the practicum, regular prayer/spiritual practices, attend one silent directed retreat prior to the practicum, receive spiritual direction during the year of study prior to the practicum, previous ministerial experience, one letter of recommendation, permission of their academic advisor, one paragraph stating reason for applying to the practicum, interview with one of the Instructors as part of the selection process. Must apply by August 1.

*Judy Talavachia**Claire Walsh*

THEOLOGY AND MINISTRY

TMPS8049 Post-Masters Certificate in Spiritual Formation:

Traditions of Prayer and Discernment (Summer: 2)

Students must apply to this Post-Master's Certificate program in order to enroll in the course. Students attend morning course and afternoon workshops. This 2-week course is offered July 17–28, 2017 (Monday–Friday). It meets 8:30–11:45 and 2:00–4:30.

The purpose of this program is to enable pastoral leaders to become spiritual mentors for individual persons and Christian communities of faith. The program of studies consists of daily morning sessions that focus on the theoretical foundations of spirituality work and afternoon sessions devoted to the practical art of spiritual guidance.
Colleen Griffith

TMPS8515 Advanced Professional Ministry Practicum

(Fall/Spring: 3)

Prerequisite: Completion of the Professional Ministry Practicum.

The Advanced Professional Ministry Practicum provides advanced M.Div. or Th.M. students with opportunities for exercising ministerial leadership in settings requiring both advanced ministerial experience and professional expertise in a field other than theology. The aim is to conjoin expertise in another professional field (e.g., health care, law, economics, social work, education, international affairs, etc.) with the practice of ministry. The student is mentored by experienced ministers. The course component offers opportunity for careful reflection on the experience with peers. Students should meet with the instructor early on to allow sufficient time to plan an approved practicum experience.

Melissa Kelley

Religious Education

Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed at www.bc.edu/courses.

TMRE7053 Spiritual Sources of Catholic Education and Catechesis (Fall: 3)

Cross listed with EDUC7734 and THEO7734

The course is open to Catholic school teachers and administrators, religious educators, and anyone interested in learning more about the spiritual roots of Catholic education.

Catholic education and catechesis are rooted in particular appropriations of the Christian faith articulated as schools of spirituality. From these appropriations emerge commitments to specific charisms and pedagogical practices. It is imperative that Catholic educational efforts continue to affirm the spiritual legacies that have sustained schools, missions, and parochial programs throughout history. In this course we read some foundational texts of major schools of spirituality and explore how they have inspired life-giving philosophies of Catholic education. The guiding principle throughout the course is that a good philosophy of Catholic education and catechesis is always sustained by a deep spirituality.

Hoffman Ospino

TMRE7073 Adult Believers in a Postmodern Context (Summer: 3)

Cross listed with EDUC7700

What are the dynamics that make adults ready and able to live effectively as people of faith in our contemporary postmodern context? What does it mean to be a believer in such a context and how are adults supported in the maturity of faith? Theology, psychology, and education theory all have a contribution to make in addressing these questions.

Focused consideration is given to contemporary theories in adult development and adult learning. Attention is given to the implications of this for the parish/congregation, but broader applications are also considered.

Jane Regan

TMRE7076 Education of Christians: Past, Present, and Future (Spring: 3)

Cross listed with EDUC6635

The history of the church's educational ministry serves to enlighten its present pastoral praxis. Students in this course read original and classical documents as a treasury of wisdom for religious education and pastoral ministry. The course will closely parallel the history of theology, of the church, and of Western education.

Hoffman Ospino

TMRE7083 Education for Justice and Peace (Spring: 3)

Cross listed with THEO7994

This course is valuable for anyone who expects to be doing justice and peace work, regardless of teaching setting. The variety of potential settings is considered in the course.

The course begins with an investigation of the tools of social analysis as a means of getting beneath the surface of issues of injustice, followed by a review of Catholic social teachings as a means of offering a theological foundation for educating for justice. Finally, it looks at educational methods from the early twentieth century to the present that reflect on education itself as a work of justice. The course concludes with student groups presenting lessons in which they have used tools of investigation and analysis on an issue, incorporated theological reflection, and developed a methodology for effective education.

Theresa O'Keefe

TMRE7102 Directed Research in Religious Education

(Fall/Spring/Summer: 3)

Cross listed with EDUC8830

The Department

TMRE7117 Catholic Higher Education (Spring: 3)

Cross listed with ELHE7503

This course offers an historical and philosophical overview of Catholic higher education, a survey of current scholarship and related Church documents, and an examination of the role of Catholic higher education—particularly in the U.S.—and its relationship with the Church, contemporary academic culture, and the broader society. This course also engages students in an analysis of contemporary issues facing Catholic higher education particularly, faith and reason, the Catholic intellectual tradition, Catholic social thought, governance and leadership models, student development, and institutional mission, identity, and culture.

Michael James

TMRE7119 Religion and Higher Education (Fall: 3)

Cross listed with ELHE7504

Faith, religion and spirituality have become topics of increasing interest for scholars and practitioners in higher education administration and student personnel development. This course explores the historical, sociological and cultural dynamics between religion and higher education. Topics include secularism, modernity, and challenges to the integration of faith and intellectual life. Additional topics include: religious pluralism; religion in secular higher education; legal issues surrounding religion and higher education; academic freedom; constitutional matters;

modernism, post-modernism, post-secularism and the tensions and opportunities that these cultural/intellectual movements pose for religion and higher learning in a modern, democratic, pluralistic society.

Michael James

TMRE7155 Catholic Higher Education Administration and Leadership (Summer: 3)

Cross listed with ELHE7501

Please see website for more information on the Institute for Administrators in Catholic Higher Education: <http://www.bc.edu/schools/lsoe/ccce/highered/iache.html>

This course explores contemporary issues, organizational and governance structures and distinct characteristics of successful Mission leadership for administrators at Catholic Colleges and Universities focusing on effective campus policy development, strategic planning, and assessment. Students will engage research, historical literature, Church documents, lectures and group exercises. A unique component to this course is participation in the Institute for Administrators in Catholic Higher Education (IACHE)—a four-day seminar for senior administrators and leaders in Catholic higher education where internationally recognized scholars and practitioners address the challenges and opportunities that Catholic higher education faces on a daily basis.

Michael James

TMRE7168 Foundations of Christian Education (Summer: 3)

This course will be offered June 26–July 13, 2017; Monday–Thursday, from 8:30–11:45 a.m. Note: Each class has Pre-Class work to complete, which generally includes reading and often requires a written essay to be submitted before or on the first day of class. See the course description on the web site: <http://www.bc.edu/schools/stm/summer/summercourses.html> for more information.

This course explores contemporary philosophical and theological principles that sustain the art of educating Christians in the faith in religious education, schools, and pastoral contexts. Participants are invited to build on their own ministerial and educational experiences to envision effective approaches to religious education that are life giving. The course offers a survey of documents, theories, and methodologies that will give participants the necessary tools to develop their own philosophy of religious education.

The Department

TMRE8081 Religious Education in an Interreligious Context (Summer: 3)

This course will be offered July 17–August 3, 2017. It will meet Monday–Thursday from 6:00–9:00 p.m. Note: each class has Pre-Class work to complete, which generally includes reading and often requires a written essay to be submitted before or on the first day of class. See the course description on the web site: <http://www.bc.edu/schools/stm/summer/summercourses.html> for more information.

Our world is a place of profound religious diversity. In this context, the prevailing pedagogy requires that religious education occur in an environment that separates those being educated from those whose faith is different. This course will challenge that perspective by exploring the riches to be gained through education that is not only cognizant of the religious “other” but which is actively engaged in interreligious learning. Our premise will be the following: If it ever was, it is now no longer acceptable—or wise—for religious educators to teach about their religion alone.

John Switzer

TMRE8527 Doctoral Seminar in Religious Education

(Fall/Spring: 3)

Cross listed with EDUC9936

Thomas Groome

Systematic and Historical Theology

Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed at www.bc.edu/courses.

TMST7009 Fundamental Theology (Fall: 3)

There will be two sections of this course offered in Fall 2017 taught by Richard Lennan and Neto Valiente.

The resources and methods of theology provide the framework for this course. A primary focus will be on the relationship between revelation, faith, and theology, which includes the role of the Bible and the church’s doctrine. The course will also survey past and present methods in doing theology, and consider the connection between theology and spirituality.

Richard Lennan and Neto Valiente

TMST7020 The Church (Fall/Spring/Summer: 3)

This 3-credit course will be offered summer 2017, July 17–August 3, 2017 (Monday–Thursday) from 8:45–11:45 a.m. by Rev. Richard Lennan. This course will be offered fall 2017 by Rev. Richard Lennan and spring 2018 by Margaret Guider, OSF. Please note for summer: each class has Pre-Class work to complete, which generally includes reading and often requires a written essay to be submitted before or on the first day of class. See the course description on the web site: <http://www.bc.edu/schools/stm/summer/summercourses.html> for more information.

The ecclesial dimension of Christian faith is the focal point of this course. The course will locate the church within both a Trinitarian theology and a theological anthropology. Specific topics for exploration include the place of the church in the Creed, the sacramentality of the church, a theology of mission, and of structure and authority. The course will also explore current issues shaping the church’s life and its place in the wider culture.

Margaret Guider, O.S.F.

Richard Lennan

TMST7024 Christology (Spring/Fall/Summer: 3)

This course will be taught summer 2017 online by Barbara Radtke.

This course will be taught fall 2017 by Nancy Pineda Madrid and spring 2018 by Neto Valiente.

This course seeks to clarify what it means to confess that Jesus of Nazareth is the Christ, and why this is a significant claim. The course examines the New Testament, the early councils of the Church, the writings of early and medieval Christian theologians, the dogmatic teachings of the Church and the contributions of contemporary theologians. Two main questions will be addressed: Who is Jesus? How does Jesus save us?

The Department

TMST7025 Spirituality and Justice: Twentieth Century Writings (Spring: 3)

This course will survey spiritual writings from the twentieth century, examining the generative themes that are suggestive for our time and foundational in the construction of a contemporary spirituality. Authors will include Thomas Merton, Evelyn Underhill, Teilhard de Chardin, Dorothy Day, Annie Dillard, Johannes Baptist Metz, and Martin Buber. The course is taught with an eye toward leadership in spiritual formation.

Colleen Griffith

THEOLOGY AND MINISTRY

TMST7033 Discipleship: Perspectives of Twentieth Century Theologians (Spring; 3)

School of Theology and Ministry course

What is the relationship between what theologians have said about discipleship and the ways in which these articulations have shaped the living out of their vocations as theologians in the church and in the world? What can we learn from their lives? What do they teach us about following Jesus amidst the forces of secularization and desecularization? What does it mean to follow Jesus particularly in times of war, genocide, natural disaster, catastrophe, socio-economic collapse, scientific discovery, globalization and pluralism? What currently informs our own theological imaginations with regard to the challenges of Christian discipleship in today's church and world?

Margaret Guider, O.S.F.

TMST7039 Mariology (Fall; 3)

How are we to account for the upsurge in interest regarding Mary both within and beyond Christian churches around the world? Mindful of this question, the course surveys the origins and development of Marian doctrine and devotion using a fourfold method of theological inquiry (dogmatic, historical, social scientific, aesthetic). Conscious of the interactive dynamics of religion, culture, politics and social change, the course examines selected themes, claims, and controversies that pertain to the contemporary study of Mary. The course also explores the significance of Marian art, music, literature, film and sites of pilgrimage for spirituality and theological imagination.

Margaret Guider, O.S.F.

TMST7045 Grace (Spring; 3)

A historical and textual examination of how some Christian thinkers have described and conceptualized the experience of grace. After considering New Testament sources, the class will examine, through lecture and discussion, the following approaches: patristic (e.g., Irenaeus, Augustine, Pelagius), medieval (Aquinas), reformation (Luther, Calvin, Trent, John of the Cross), and modern (Congar, Rahner, Balthasar, Lonergan, liberation theology). Themes to be explored include sin, forgiveness, and healing; divine initiative and human freedom; sanctification; the relationship between nature and grace; social dimensions of grace; and theologies of the Spirit.

Dominic Doyle

TMST7056 Theological Anthropology (Fall; 3)

What is the Christian vision of humanity? This course examines key aspects of human life in the light of Christian revelation including: the human person as created in the image of God; finitude, suffering, and sin; forgiveness and sanctification; grace and nature; gender and sexuality; community; and Ignatian spirituality. Readings from Rahner, Balthasar, Ernest Becker, Lisa Cahill, Anne Carr, Mary Aquin O'Neill, David Kelsey, Roger Haight, Michelle Gonzalez and others.

Dominic Doyle

TMST7057 Theological Foundations in Practical Perspective (Fall/Summer; 3)

This 3-credit summer course will meet June 26–July 13,

2017 (Monday–Thursday) from 8:30 a.m.–11:45 a.m. It will not meet on Tuesday, July 4. M. Nancy Pineda-Madrid will teach summer 2017. Colleen Griffith will teach fall 2017.

Note in the summer: each class has Pre-Class work to complete, which generally includes reading and often requires a written essay to be submitted before or on the first day of class. See the course description on the web site: <http://www.bc.edu/schools/stm/summer/summercourses.html> for more information.

Summer: This course covers fundamental issues and themes in the practice of Christian theology. It explores diverse theological methodologies and considers concepts such as revelation, scripture, tradition, sense of the faithful, magisterium and their roles in the transmission and reception of the Christian faith. Fall: Taught from a pastoral perspective, this course offers an overview of contemporary Christian theology, introducing basic theological themes reflected in Co-Workers, e.g., the cultural context in which we do theology, God, being human, Jesus, reign of God, Church. It considers theological methods and investigates the sources that contribute constructions of theological positions.

Colleen Griffith

Nancy Pineda-Madrid

TMST7058 Sacraments in the Life of the Church (Summer; 3)

This 3-credit summer 2017 course will be offered July 17–August 3, 2017 (Monday–Thursday) from 8:45–11:45 a.m. Note: each class has Pre-Class work to complete, which generally includes reading and often requires a written essay to be submitted before or on the first day of class. See the course description on the web site: <http://www.bc.edu/schools/stm/summer/summercourses.html> for more information.

After exploring sacrament in its broadest sense, the meaning of sacramentality, and other fundamental elements of Roman Catholic sacramental theology, we will examine each sacrament both in its role in the life of the church as well as its role in each individual's faith journey. We will address historical background and contemporary issues about the Sacraments of Initiation, Baptism, Confirmation and Eucharist, the Sacraments of Healing, Reconciliation and the Sacrament of the Sick; and Sacraments at the Service of Communion, Marriage and Holy Orders.

Liam Bergin

TMST7065 Disputed Questions in Contemporary Theology (Spring; 3)

An introduction to contested issues in contemporary Christian theology, such as the role of biblical criticism, the relationship between science and faith, the encounter with world religions, theories of atonement, divine impassibility, and the possibility of faith in a consumer culture. The goals of this course are: (1) to map out the basic elements of each problematic area, (2) to register some popular yet unsatisfactory answers (e.g., creationism and reductionism as responses to the question of science and faith), and (3) to consider more authentic and theologically persuasive responses.

Dominic Doyle

TMST7074 Finding God in All Things: Ignatian Spirituality in Theory and Practice (Summer: 3)

This course meets June 26–July 13 (Monday–Thursday) from 5:45–9:00 p.m. Note: each class has Pre-Class work to complete, which generally includes reading and often requires a written essay to be submitted before or on the first day of class. See the course description on the web site: <http://www.bc.edu/schools/stm/summer/summercourses.html> for more information.

This course has three parts. First, it explores Ignatius Loyola's context and life as sources for his spirituality and introduces his writings and key spiritual themes such as inner freedom, "contemplation in action," service of others, discernment and "finding God in all things." The course will then focus particularly on the *Spiritual Exercises* in contemporary context—their purpose, structure and dynamic, their teaching on prayer, discernment and choice, and their approach to spiritual guidance. Finally the course will relate Ignatian spirituality to some critical issues in Church and world: social justice, gender and sexuality, global cultures, inter-religious dialogue, the environment, and the future Church.

Timothy Muldoon

TMST7081 Writing and Research for Theology and Ministry (Fall/Spring: 1)

This is a year long course. Students register both fall and spring semesters and will receive 1-credit in the spring semester.

This course provides an introduction to writing and research for students engaged in STM degree programs. Through a series of workshops, the course will introduce students to the basics of research, developing a thesis statement, and the use of sources, as well as the different kinds of writing that STM faculty require (research papers, biblical exegeses, theological reflection papers). With an individual tutor, students will work on developing research paper that has been assigned in the current semester.

The Department

TMST7082 Theology of Liberation (Spring: 3)

Latin American liberation theology traces its origins to the grassroots Christian communities that struggled for social justice in the 1960s. This course explores the distinctive way in which Latin American liberation theologians correlate their interpretation of their social context with the Christian tradition and praxis in a mutually-critical manner. We will critically examine their fundamental presuppositions, their contribution to theology, and their efforts to articulate the Christian message as an effective response against oppression and on behalf of a full human liberation. We will also incorporate some of the liberationist voices that emerge from other social and cultural situations.

Ernesto Valiente

TMST7091 Eucharistic Theology (Spring: 3)

This course will reflect on the theology of the Eucharist as it has developed throughout the history of the Church, and will seek a contemporary understanding of traditional doctrines in light of Vatican II and the reformed ritual for the Eucharistic liturgy.

John Baldwin, S.J.

TMST7101 Directed Reading (Fall/Spring: 3)

The Department

TMST7102 Advanced Directed Reading (Fall/Spring: 3)

The Department

TMST7147 Ignatius the Theologian: An Introduction to Ignatian Spirituality (Fall: 3)

Ignatius Loyola did not write theological treatises, but his experience of God and its practical implications in his life and that of others reveal in his writings a coherent theological vision. Through the study of Ignatius' works (*Spiritual Exercises*, *Diary*, *Autobiography*, *Constitutions*, *Letters*), and the works of later Ignatian spiritual authors and theologians (e.g., Rahner, Cusson, Barry, Arrupe), we will unravel key theological themes operative within Ignatian spirituality.

Andre Brouillette, S.J.

TMST7153 Theology and Literature (Fall: 3)

A study of major works of Christian literature as sources for theology. We study hymns and verse from the early church, including the Odes of Solomon, the works of Ephrem, and the hymns of Ambrose, before examining the literature of the Middle Ages, including selections from Dante's *Inferno*, and the poets and playwrights of the Renaissance. We conclude with major Christian novelists of recent decades, including Flannery O'Connor and Marilynne Robinson. There will be discussion on issues of form and content in theology as well as special attention to literary approaches to Christian doctrine and mystery.

Brian Dunkle, S.J.

TMST7168 Philosophy of Theologians (Fall: 3)

Cross listed with PHIL6637

This course has two aims: (1) critical study of philosophical texts that have been important in the development of Christian theological reflection; (2) investigate relations between philosophy and theology from the Classical epoch into the late twentieth century. This course is designed especially for students of Theology, Ministry, and the joint M.A. program in philosophy and theology, but is open to all students.

Brian Dunkle

TMST7175 The Church and Interreligious Dialogue (Spring: 3)

Dialogue between religions has become one of the urgent yet intractable challenges of our time. In this course, we will focus on the engagement of the Catholic Church and Catholic theologians in interreligious dialogue. The first part of the course will deal with topical issues, such as the history of, and the theological foundations for dialogue, intermonastic dialogue, scriptural reasoning, etc. The second part will focus on the particular dialogues between Christianity and Islam, Christianity and Judaism, Christianity and Hinduism, and Christianity and Buddhism.

Catherine Cornille

TMST8014 MTS Reflection Paper (Fall/Spring: 0)

Mary Jo Iozzio

TMST8017 Ecclesial Ministry (Spring: 3)

Prerequisite: Previous enrollment in TMST7020 The Church

This course explores the theology, history, and spirituality of ministry in the church. The emphasis will be on the ecclesial foundations for ministry and the relationship between ministry and the mission of all the baptized. The course will examine current issues in the theology and practice of ministry as well as the implications of ministry for the faith and practice of the minister.

Richard Lennan

TMST8021 Priesthood: Theology and Praxis (Fall: 3)

Prerequisite: Ecclesiology

This Level Two course is open to all students and focuses on ordained ministry of the Roman Catholic priesthood in terms of its biblical and theological foundations, historical development, contemporary

THEOLOGY AND MINISTRY

issues, pastoral practice, and priestly spirituality, especially as treated in the pertinent ecclesial documents. Also treated are the cooperation between laity and clergy and the roles of lay ecclesial ministry as well as both tensions and critiques arising out of the Church's reservation of the priesthood to males and mandatory celibacy. Ecclesiology is a prerequisite for counting this course for the Ecclesial Ministry requirement in the M.Div. curriculum.

John Baldwin, S.J.

TMST8022 Seminar in Practical Theology (Spring: 3)

Prerequisite: One semester of graduate courses in theology

Christian theology at its best is marked by the pastoral interest of serving the life of the church in the world. Necessarily, the study of the church; specifically, its nature, purpose, and mission provides a framework within which to consider the task of practical theology. The methodology and issues that distinguish practical theology flow from this larger ecclesial context. This seminar will focus on models of the church, the art of doing theology in service of the church, and some foundational themes of practical theology (e.g., hermeneutics, praxis, culture and inculturation, and our post-modern context).

Nancy Pineda-Madrid

TMST8036 Feminist Theologies and the Question of Salvation (Spring: 3)

Prerequisite: One Course in Systematic Theology

A critical study of the challenges and contributions to the question of salvation being offered by major feminist theologians (Shussler Fiorenza, Ruether, Johnson, Williams, Gebara, and others). We will analyze how the soteriological task gets framed, particularly in relation to suffering, to the cross, to hope, and to emancipation, as well as to other developing themes. Attention will be given to the critique and appropriation of the Christian tradition.

Nancy Pineda-Madrid

TMST8041 Theological Anthropology and the Body (Spring: 3)

Prerequisite: Foundations or Fundamental Theology

Issues of embodiment relating to theology, spirituality, and ministry form the substance of this course. We will probe understandings of the body found in the historical Christian tradition and draw insights regarding human bodiliness from contemporary theology, philosophy, psychology, and social theory. Finally, we will examine the role of the body in lived Christian faith with a particular emphasis on spirituality, education, and pastoral care.

Colleen Griffith

TMST8043 Historical Spiritual Classics in Theological Perspective (Fall: 3)

Prerequisite: Must have successfully completed the Foundations of Theology or Fundamental Theology course

This course will survey historical classics, examining the generative themes that are suggestive for our time and foundational in the construction of a contemporary spirituality. Authors will include Augustine, Benedict, Francis and Clare of Assisi, Julian of Norwich, Catherine of Genoa, Ignatius of Loyola, Teresa of Avila, and John of the Cross. Thematic questions will be brought to the reading of core texts.

Colleen Griffith

TMST8044 Seminar: Theology, Education and Liberation (Fall: 3)

What does it mean to "teach as Jesus taught," especially in situations where human dignity is threatened and compromised by vulnerability, catastrophe, terror, uncertainty, and misery? Using the

writings of Brazilian theorist Paulo Freire as a point of reference for theological inquiry and critical reflection, this course sets Freire's insights in conversation with those of contemporary biblical scholars, theologians, educators and philosophers who believe "another world is possible." The course examines the interconnectedness of love, hope, faith, freedom, wonder, dialogue and moral agency in promoting the Gospel of life and counteracting the "culture of death."

Margaret Guider, O.S.F.

TMST8053 M.T.S. Thesis (Fall/Spring: 3)

Mary Jo Iozzio

TMST8054 Th.M. Thesis (Fall/Spring: 6)

Francine Cardman

TMST8061 Theological Approaches to the Holy Spirit (Spring: 3)

Prerequisite: Fundamental Theology

The twentieth century has witnessed a renewed interest in the theological understanding of the Holy Spirit (i.e., pneumatology) in Western Christianity. Great theologians, such as Yves Congar, Jürgen Moltmann or Hans Urs von Balthasar, have devoted important works to this enterprise. Unlike Christ, who, as the Image of God, can more easily be represented and grasped, the Holy Spirit remains an elusive—though powerful—figure of God.

André Brouillette, S.J.

TMST8062 Seminar: Reconciliation in a World of Conflict

(Fall: 3)

The twentieth century's legacy is marked by social conflict and war; more than 200 million people killed because of political repression, ethnic or religious wars. Enlisting a theological lens, this seminar examines the Christian resources and contribution to the problem of reconciliation. After examining the most important secular approaches to the problem of personal and social conflict, we will focus on the main Christian theologies of reconciliation, including the works of Robert Schreier, Miroslav Volf, John de Gruchy, and Jon Sobrino. Their theologies will be examined through individual case studies of the Balkan region, South Africa, and El Salvador.

Ernesto Valiente

TMST8085 The Christology of Thomas Aquinas (Fall: 3)

Prerequisite: Christology

This course provides an introduction to the Christology of Thomas Aquinas (1225–1274) primarily as set forth in the *Summa theologiae*. Through close reading of IIIa qq. 1–59 in English translation, we will consider Aquinas's teaching on the Incarnation and Christ's life and work. The sacraments as extensions of Christ's saving work throughout time and space will also be examined. Primary sources will be supplemented by modern scholarship on various aspects of Aquinas's Christology. Throughout the course we will attend particularly to Aquinas's sources and working method as a scholastic theologian.

Franklin Harkins

TMST8101 Masters Interim Study (Fall/Spring/Summer: 0)

The Department

TMST8506 Seminar: Thomas Aquinas on God (Fall: 3)

A close reading and systematic examination of Aquinas's doctrine of God in the prima pars of the *Summa theologiae*. Concurrent readings from other parts of the *Summa theologiae* and from other texts of St. Thomas will also be used. In addition, modern interpretations and criticisms will accompany each week's reading from Aquinas. This seminar is

an advanced course intended primarily for students in doctoral, S.T.L., and Th.M. programs, as well as senior M.Div. and M.T.S. students preparing for further research.

Dominic Doyle

TMST8526 Ph.D.-S.T.L. Colloquium (Fall/Spring: 0)

The Department

TMST8528 S.T.D. Specialized Research (Fall/Spring: 6)

James Bretzke, S.J.

TMST8529 S.T.L. Thesis (Fall/Spring: 9)

Thomas Stegman, S.J.

TMST8530 S.T.L. Continuation (Fall/Spring: 0)

Offered Biennially

The Department

TMST8540 American Pragmatism and Theology (Fall: 3)

Prerequisite: One year of theology courses at a graduate level

This seminar will introduce students to key figures in U.S. American Pragmatism (C.S. Peirce, Josiah Royce, William James, John Dewey) who were part of its golden age dating from the 1860s to 1920s. We will examine several of the most important contributions of these philosophers. Foundational to pragmatism is the association of mind with action, which enables it to serve as a powerful theoretical resource for liberation theologies and practical theologies. A growing number of theologians in these fields are discovering its contributions. We will conclude the course reading some theological works that make use of pragmatism. This course is suited for doctoral students and upper division master's level students.

Nancy Pineda-Madrid

TMST8543 S.T.D. Pro-Seminar (Fall: 1)

Pass/Fail course

The S.T.D. Pro-Seminar provides an introduction to the doctoral program and covers the required foundational doctoral research competencies of research readiness based on formulation, research and exposition of at least two acceptable pieces scholarly writing (including proper application of the *Chicago Manual of Style*), and successfully passing the foreign language requirement of the S.T.D. program, based on reading comprehension of several articles selected that have a direct bearing on the student's own research agenda.

James Bretzke, S.J.

TMST8546 S.T.D. Colloquium (Spring/Fall: 0)

Offered Biennially

James Bretzke, S.J.

TMST8548 Tradition (Spring: 3)

This seminar examines a prominent theme in Catholic theology. The seminar will chart the shifts in theologies of tradition through the nineteenth and twentieth centuries. There will also be a focus on contemporary theologies of tradition, as well as feminist and other critiques of tradition. The initial focus will be on interpretations of tradition from the period before Vatican II (Newman, Blondel, Congar, and Ratzinger). The seminar will also explore Vatican II's contribution to the theology of tradition and the theologies that have followed the council. The place of "reception," "creativity," and the "development of doctrine," will also be examined.

Richard Lennan

TMST9901 Ph.D. Comprehensive Examinations (Fall/Spring: 0)

The Department

TMST9911 Ph.D. Continuation (Fall/Spring: 1)

Jane Regan

Lynch School of Education

The Lynch School of Education endeavors to enhance the human condition through education and applied psychology. Our diverse work is grounded in our commitment to expand the human imagination and make the world more just. Through excellence and ethics in teaching, research, and service, we prepare our students to serve diverse populations in a variety of professional roles—teachers, administrators, human service providers, psychologists, and researchers. We advance knowledge in these fields to inform policy, improve practice, and engage in collaborative school and community improvement efforts on a local, national, and international platform.

GRADUATE PROGRAMS

Consistently ranked among the top 25 schools of education and as the top-ranked Catholic school of education in the country, the Lynch School at Boston College offers 14 master's programs, six doctoral programs, and five dual-degree programs. Theory, research, and practice are integrated across programs, which also leverage the robust practicum opportunities available in schools, hospitals, mental health centers, and universities in the Boston metropolitan area. The Lynch School's focus on expanding social justice is a hallmark of our programs and the work of our students and faculty.

Six Pillars of Excellence

The Lynch School of Education distinguishes itself based upon Six Pillars of Excellence:

1. **Preparing Professional Leaders:** We prepare students to be innovative, reflective, and effective leaders in their fields who make a difference through education and applied psychology.
2. **Making Research Matter:** We conduct and disseminate innovative, collaborative, and rigorous research that is grounded in social justice and informs solutions to complex problems.
3. **Expanding International Impact:** We advance the Lynch School's international reach and influence with rigorous scholarship, collaborations, professional preparation, and strategic initiatives, focused on emerging global educational trends and fair and sustainable human development.
4. **Shaping Policy:** We influence the creation, implementation, evaluation, and discussion of education and social policy across local, national, and international arenas.
5. **Expanding Social Justice:** We foster professional talent, relevant research, and social policies to affirm diversity and reduce disparities in educational outcomes and the well-being of individuals, families, and communities.
6. **Promoting Collaboration:** We nurture University-community partnerships that effectively link inquiry to action. We work with local agencies, programs, research centers, and schools to provide students with ample opportunities to apply classroom learning to real-world experience in a variety of environments and cultural settings.

Admission

Information about admission is available on the Lynch School website at www.bc.edu/lynchschool. You may also write to: Boston College, The Office of Graduate Admission, Financial Aid, and Student Services, Lynch School of Education, Campion Hall 135, 140 Commonwealth Ave Chestnut Hill, Massachusetts 02467-3813, telephone 617-552-4214, or e-mail gsoe@bc.edu.

The Lynch School admits students without regard to race, ethnicity, religion, age, sex, sexual orientation, marital or parental status, national origin, veteran status, or disability. The School welcomes the presence of multiple and diverse cultural perspectives in its scholarly community.

Students must be formally admitted to the Lynch School Graduate Programs by a committee composed of faculty and administrators. Students may apply to degree programs or to study as a Non-Degree Student. Consult the Lynch School admissions website for complete information.

Official notification of admission is made by a written announcement from the Lynch School. Students should not presume admission until they receive this announcement. Admitted students are required to submit a non-refundable deposit of \$250.00 by the date stipulated in the admission letter. The deposit is applied to tuition costs for the first semester of study.

Application Deadlines

All admission deadlines are posted on the Lynch School website at www.bc.edu/lynchschool. In some cases, master's program applications are considered beyond the deadline. While official deadlines are posted for summer/fall start, some programs may consider a spring start. Non-degree applications are considered for summer, fall, and spring start dates. Call the Office of Graduate Admission, Financial Aid, and Student Services at 617-552-4214 or e-mail gsoe@bc.edu for more information.

Deferral of Admission

Admission may be deferred for up to one year for those accepted to master's degree programs. Deferral of admission to doctoral programs is at the discretion of the admitting faculty. Requests to defer admission must be submitted in writing to the Associate Dean of Graduate Admission and Financial Aid in the Office of Graduate Admission, Financial Aid, and Student Services and must be approved and confirmed by the Lynch School.

The number of acceptances to graduate programs each year is dependent upon the number of deferred students who will be matriculating in a given year. For this reason, the Lynch School requires that students who wish to defer for a semester or a year indicate this at the point of acceptance and return the response form with a deposit of \$250.00. This will hold a space in the following year's class and will be credited toward the first semester of study.

Because of the volume of applications received each year by the Lynch School, there can be no assurances of deferred admission and the above procedure must be followed.

Admission for International Students

International Students (non-U.S. citizens who are not permanent U.S. residents) may find information about admission and an online application on the Lynch School website at www.bc.edu/lynchschool. Prospective students may also write to: Boston College, Office of Graduate Admission, Financial Aid, and Student Services, Lynch School of Education, Campion Hall 135, 140 Commonwealth Ave., Chestnut Hill, Massachusetts 02467-3813, telephone 617-552-4214, or e-mail gsoe@bc.edu. All international student applicants for whom English is not their first language, or who do not hold a degree from an English-speaking university, must take the TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing System) examination and request that their score be forwarded to the Lynch School of Education by the Educational Testing Service (www.ets.org). The Lynch School of Education TOEFL code is 3240. Ordinarily, the Lynch School expects a minimum score of 100 on the internet-based TOEFL. Information on exemptions from the

TOEFL, as well as additional testing information are contained in the graduate application materials available on the Lynch School website. Information about these examinations also may be obtained from the Educational Testing Service (www.ets.org).

Non-Degree Status

Students not seeking a degree, but interested in pursuing course work at the graduate level, may apply for admission as a Non-Degree Student. While there is no guarantee of later admission to a degree program, many individuals choose Non-Degree Status either to explore the seriousness of their interest in studying for an advanced degree and/or to strengthen their credentials for later application for degree status. Others are interested in taking graduate course work for personal enrichment or professional development. Included among those taking courses are school counselors, teachers, administrators, and psychologists who are taking classes as a means of fulfilling professional development requirements or continuing education units.

Students seeking non-degree student status must submit the online application form on the Lynch School admissions web page. Students seeking non-degree student status must submit an online application form through the Lynch School graduate admissions web page.

Although there is no limit on the number of courses Non-Degree Students may take, no more than four courses (12 semester hours), if appropriate, may be applied toward a degree program in the Lynch School. Courses taken as a Non-Degree Student may be applied to a degree program only after official acceptance into a degree program and with the consent of the student's advisor.

Due to space limitations, all courses may not be available to Non-Degree Students. Practicum coursework associated with teacher licensure or counseling psychology licensure is reserved for matriculated degree students in these programs. Students who wish to become certified or licensed must gain admittance to a graduate degree program in the desired area. Other courses are restricted each semester to maintain class size. Individuals considering Non-Degree Student status may seek advising from the Office of Graduate Admission, Financial Aid, and Student Services. Non-degree students are not eligible for University sponsored sources of financial aid or any financial aid that requires matriculation in a degree program.

Fifth Year/Early Admit Programs

The Fifth Year Program and Early Admit Program offer academically outstanding Boston College juniors a unique opportunity to begin graduate study during their undergraduate senior year, allowing them to graduate with a bachelor's and master's degree in a shortened amount of time. All undergraduate juniors in the Lynch School of Education, Morrissey College of Arts and Sciences, Connell School of Nursing, and Carroll School of Management are eligible to apply for these programs.

In consultation with an advisor, students have the ability to take up to two graduate-level courses in their senior year. In addition to the time advantage, there is a considerable savings involved. The two graduate-level courses taken during senior year are covered by undergraduate tuition.

Upon successful completion from the undergraduate program, senior year coursework and the additional graduate-level courses are reviewed and a determination about formal admission into the graduate program is made. Upon final admission, the student is sent an official letter of acceptance to the Lynch Graduate School of Education.

Students interested in the 5th Year/Early Admit Program should contact The Office of Graduate Admission, Financial Aid, and

Student Services in Campion Hall 135 or at 617-552-4214. Students can also e-mail gsoe@bc.edu and learn more at www.bc.edu/schools/lsoe/academics/undergrad/fifthyr.

Financial Aid

For a full description of University financial aid loan programs, refer to the University Policies and Procedures and the Lynch School website (www.bc.edu/lynchschool) and select Admissions. Financial aid opportunities occur in several forms, including grants, scholarships, assistantships, fellowships, loans, and work-study. Some of these resources can be obtained directly from Boston College. Others may be obtained through outside sources such as local civic organizations, religious organizations, educational foundations, banks, and Federal low-interest loan programs.

Please note that the University's Financial Aid Office administers only Federal loan programs, which include Unsubsidized Stafford loans, Perkins loans, and work-study. If you are applying for any of these loan programs through Boston College, consult the University Policies and Procedures.

While most universities primarily fund doctoral students, there is a substantial amount of aid available to master's students at Boston College in the form of special program scholarships, administrative assistantships, paid internships, grant-funded opportunities, and scholarships for students from historically underrepresented groups. A number of the scholarships, listed below, are intended to support students who are preparing to work with low income children, youth, and families in urban communities. Applicants will be considered for these scholarships at the time of admission. No additional application is required.

Listing of Named Scholarships: Academic Year 2017–2018

Steven M. and Tammy J. Barry Scholarship Fund

Supports graduate students with financial need enrolled in Lynch School, with preference for students focusing on learning among multi-disabled children. *Two students: one new, one continuing—15 credits.*

Bradley Endowed Graduate Scholarship

Supports fifth year master's students pursuing specialization in moderate special needs education. Preference given to students seeking experience in urban schools with first preference given to those seeking to work in BPS. *Three students—21 credits.*

Bristing Urban Scholar Fund

Supports fifth year master's students pursuing specialization in moderate special needs education. Preference given to students seeking experience in urban schools with first preference given to those seeking to work in BPS. *Five students—3–6 credits.*

Catholic Educator Award

The Lynch School Catholic Educator Award provides partial tuition assistance to students who are currently working in Catholic schools. The Catholic Educator Award requires an additional application.

Herman J. Dreyer Scholarship Fund Scholarship

Assistance for graduate students enrolled in Lynch School with financial need who have demonstrated academic excellence. *Two students: one new, one continuing—12 credits.*

Barbara Benz Duvnjak and Karlo Duvnjak Scholarship Fund

Support graduate students with financial need who have demonstrated academic excellence. *One student—12 credits.*

Mary Jane Flaherty and William Masella Scholarship Fund

Support to graduate students with financial need enrolled in the Lynch School with a preference for students from New Jersey or New York. *One student—6 credits.*

Fruscione Foundation Scholarship Fund in Counseling Psychology
Support graduate student in the school counseling program. The fellowship will be awarded to graduates who will work for at least three years in an inner-city school following completion of their degree. *One student—12 credits.*

William Randolph Hearst Endowed Fund

Support students in teacher education programs. Preference is for students who intend to reside permanently in the U.S. upon completing their studies. *One student—6 credits.*

Kaneb Fellowship

This Fund was established in 1986 through a gift from John A. and Virginia P. Kaneb, Boston College parents. Income from the endowment provides scholarship assistance for students in the Catholic School Leadership Program in the Lynch School of Education.

William F. Keough Memorial Fellowship Fund

Provide scholarship assistance for both undergraduate and graduate students pursuing studies in international education. *One student—6–9 credits.*

William and Mary Lam Family Endowed Graduate Scholarship

Support for Lynch School students of Chinese origin. It is the donors' wish that recipients of the Lam Scholarship return to their home to work in the education field for one year following graduation. *One student—15 credits + stipend = \$13,000.*

Christine Martin Memorial Scholarship Fund

Support a Lynch School fifth year student during their master's program. The award is a tuition scholarship. Preference is given to students engaged in volunteer service, especially serving children with disabilities. *One student—9–12 credits.*

Brenda and Robert Martin Scholarship Fund

Support Lynch School graduate student who is focusing on the education of students with learning differences. *One student—6 credits.*

Sherman Family Scholarship

Provides financial support to qualified students pursuing graduate degrees through the Department of Counseling, Developmental and Educational Psychology. *One student—9 credits.*

Frances D. Stiglin Scholarship Fund Income

Provide scholarship assistance for qualified Lynch School graduate students with preference to those studying special needs. *One student—9 credits.*

Listing of Graduate Student Awards: Academic Year 2017–2018

Mary T. Kinnane Award for Excellence in Higher Education

Given annually to master's or doctoral degree students in Higher Education. The award, named for Professor Kinnane, is given for both academic excellence and the embodiment of the Jesuit ideal of service to others.

Christine Martin '96 Memorial Award

Gift of Robert J. Martin '66, Martha Tilley Martin '66, and Bradley C. Martin in memory of Christine Martin '96. Presented to an incoming graduate student who has demonstrated creativity, patience, and curiosity in developing special relationships with children with disabilities while engaged in volunteer service; a person who has shown leadership through quiet competence, organizations skills, and enthusiasm inspiring others.

Bernard A. Stotsky/Thomas H. Browne Prize

Awarded to a student who has demonstrated excellence in the area of special education at the graduate level.

Donald J. White Teaching Excellence Award

The Donald J. White Teaching Excellence Awards program was established to provide further stimulus toward teaching excellence by graduate Teaching Fellows and Teaching Assistants. Each of the winners will receive a cash award and letter of congratulations from the Provost and Dean of Faculties.

Campus School Students and Families Award

Presented to a Severe Special Needs graduate student who has distinguished her or himself by dedication to the Severe Special Needs population and presented in honor of all those who dedicate themselves to our children at the Campus School with our appreciation, admiration and validation.

Serena B. Strieby Award

Presented to a talented graduate student in the field of Counseling Psychology.

The (Mary) Kim Fries Award

Awarded to a Curriculum & Instruction doctoral student who exhibits academic achievement, belief in social justice education, and enduring commitment to community.

Kelsey A. Rennebohm Memorial Fellowship

The Center for Human Rights and International Justice at Boston College established the Kelsey A. Rennebohm Memorial Fellowship in 2013. The Fellowship will be awarded each summer in her memory to a Boston College student, undergraduate or graduate, who proposed research or activist scholarship is at the interface of psychology, mental health, gender, social justice, and human rights. The recipient will subsequently give a presentation about his or her work at the university upon return.

Urban Education Funding

Donovan Urban Teaching Scholars Program

Up to thirty students, dedicated to urban teaching, are selected to enter the Charles F. Donovan, S.J. Urban Teaching Scholars Program. This one-year intensive cohort program prepares students for the challenges and issues involved in urban education. Students are supported with a tuition scholarship covering at least half of the cost of their program of study. Additional materials are required for admission to the Donovan Program. Details on the Donovan Urban Teaching Scholarship can be found on the Lynch School website.

Urban Catholic Teacher Corps (UCTC)

Each year, six to eight students are admitted to UCTC, a two-year program in Curriculum & Instruction, that offers new teachers an opportunity to gain experience in inner city Catholic schools. The program offers full tuition coverage, in addition to a stipend and other benefits. There are a separate application and additional requirements for UCTC. Please note that the application deadline is also earlier than the normal deadline for teacher education programs.

Sharp Urban Teaching Scholarship

The Peter Jay Sharp Foundation has given the Lynch School a generous endowment to provide financial support to 10 highly talented graduate students per year who are from underrepresented groups committed to teaching in urban schools. The scholarship is comprised of a \$10,000 stipend. One-half of the stipend is an outright grant and the remaining \$5,000 is a forgivable loan. One-quarter of the loan amount will be forgiven upon completion of the master's degree and the remaining three-quarters is forgiven, up to the full amount, for each year spent teaching in an urban school. Applications are considered by nomination of the faculty at the time of admission.

Licensure and Program Accreditation

Many of the teacher education and administration programs offered by the Lynch School have been designed to comply with current standards leading to initial and professional licensure for educators in the Commonwealth of Massachusetts. Through the University's accreditation by the Interstate Certification Compact (ICC) a program of study preparing for educator licensure in Massachusetts will also provide graduates, through reciprocity, with facilitated opportunities for licensure in most other states. Licensure is granted by the state, and requirements for licensure are subject to change by the state. Students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL). Especially in the case of out-of-state students, it is the responsibility of the student to plan a program that will lead to licensure in a given state. Staff in the Office of Practicum Experiences and Teacher Induction (Campion 103, 617-552-4206) can help with most teacher and administrator licensure questions. Mental health and school counselor licensure questions should be addressed to the Office of Graduate Admission, Financial Aid, and Student Services at 617-552-4214. The teacher education programs at Boston College are accredited by both the Commonwealth of Massachusetts Department of Elementary and Secondary Education (ESE) and nationally by the Teacher Education Accreditation Council (TEAC).

The doctoral program in Counseling Psychology is fully accredited by the American Psychological Association. The 60-credit M.A. in Mental Health Counseling fulfills the educational requirements for licensure as a mental health counselor in Massachusetts, and the M.A. in School Counseling meets the educational requirements for licensure in school counseling in Massachusetts. Students seeking school counseling licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL). Students are encouraged to check the requirements for the states in which they eventually hope to obtain licensure.

The School Counseling sequence is designed to meet the professional standards recommended by the Interstate Certification Compact (ICC), Massachusetts Department of Education. This sequence is designed to meet the educational requirements for licensure as a school counselor in the state of Massachusetts. Licensure is granted by the state Department of Education and requirements are subject to change by the state. Students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure.

The 60 credit-hour Mental Health Counselor sequence of study reflects the professional standards recommended by the American Counseling Association and the Massachusetts Board of Allied Mental Health and Human Services Professionals. This sequence is designed to meet the pre-master's educational requirements for licensing as a Mental Health Counselor in the state of Massachusetts. Licensing is granted by the Massachusetts Board of Allied Mental Health and Human Service Professionals and the requirements are subject to change by the state. Students, for all programs, should check the requirements in other states where they may choose to live and work.

International and Special Practicum Placement Program for Graduate Studies

The Lynch School's International and Special Practicum Placement Program offers graduate students in the Teacher Education programs classroom opportunities in a variety of foreign countries for full-practicum experiences upon successful completion of the pre-practicum and all prerequisite work. International settings include classrooms in

such countries as Ireland, England, France, Italy, and Spain, subject to current student visa regulations in each country. Placements are also available in San Juan, Puerto Rico, where a visa is not required. In all cases, housing accommodations are the responsibility of the student. For information regarding programs and requirements, contact the Director, Practicum Experiences and Teacher Induction, Campion 103, Lynch School of Education, Boston College, 140 Commonwealth Ave., Chestnut Hill, MA, 02467-3804 or 617-552-4206.

Degree Programs

Through its various graduate programs, the Lynch School offers the M.Ed., M.A., M.A.T., M.S.T., Ph.D., and Ed.D. degrees. The Lynch School also offers programs leading to a Certificate of Advanced Educational Specialization (C.A.E.S.). Graduate programs serve a dual purpose:

- Research: Preparing students in research-based knowledge of their profession with specialized competence in the evaluation of educational and psychological innovations, and in basic and applied quantitative and qualitative research methodologies.
- Practice: Preparing students to apply knowledge in appropriate areas of specialization to practice in both academic and nonacademic settings.

Doctoral Degree Programs

General Requirements for the Degree of Doctor of Philosophy

The Ph.D. is granted for distinction attained in a special field of concentration and demonstrated ability to modify or enlarge a significant subject in a dissertation based upon original research. Doctoral studies are supervised by the student's advisor, department chairperson, and the Associate Dean of Students. The Ph.D. is granted in the Lynch School in the following areas:

- Curriculum and Instruction
- Higher Education
- Counseling Psychology
- Applied Developmental and Educational Psychology
- Educational Research, Measurement, and Evaluation

Upon admission to a doctoral program, the doctoral student will be assigned an academic advisor. The Doctoral Program of Studies should be designed by students in consultation with their advisors during the first or second semester of coursework. A formal Program of Studies must be filed with the student's advisor and the Academic Department Office. Programs of Study for all programs are available on the Lynch School's website at www.bc.edu/lynchschool.

Doctoral students in the Lynch School, in addition to coursework, complete comprehensive exams before being admitted for doctoral candidacy. Doctoral students also complete a doctoral dissertation. Current information on policies and procedures regarding doctoral degree programs is provided online at www.bc.edu/schools/loec/academics/Graduate/phd.html.

General Requirements for the Degree of Doctor of Education

The Professional School Administrator Program (PSAP) provides an opportunity for full-time administrators to obtain their Massachusetts superintendent licensure and a Doctor of Education (Ed.D.) degree in Educational Leadership. The program is grounded in the core values of the Lynch School, with coursework focusing on leadership for learning, social justice, diversity, anti-racism, and community building.

The intensive, three-year program is taught by full-time university faculty and knowledgeable, skilled school leaders, with personalized support for students from mentor superintendents.

Certificate of Advanced Educational Specialization (C.A.E.S.)

The C.A.E.S. course of study is designed for currently practicing educators who already have a master's degree and seek a higher level of specialization in Curriculum and Instruction or professional licensure in administration. For further information on C.A.E.S. programs in Educational Leadership, Special Education, Reading/Literacy, and Curriculum and Instruction, contact Boston College, The Office of Graduate Admission, Financial Aid, and Student Services, Lynch School of Education, Campus Hall 135, 140 Commonwealth Ave Chestnut Hill, Massachusetts 02467-3813, telephone at 617-552-4214 or e-mail to gsoc@bc.edu.

Master's Degree Programs

While candidates may apply to master's programs while still completing an undergraduate degree, candidates must be graduates of an accredited college or university by their program's start date. The Office of Graduate Admission, Financial Aid and Student Services, Campus Hall 135, provides academic and financial aid services for master's students throughout their studies in the Lynch School.

Master of Education Degree (M.Ed.)

The Master of Education is awarded in the following areas:

- Elementary Teaching
- Secondary Teaching
- Special Education Teaching*
- Reading/Literacy Teaching
- Curriculum and Instruction
- Educational Leadership
- Educational Research, Measurement, and Evaluation

*The M.Ed. program in Special Education Teaching includes the following areas of concentration: Moderate Special Needs, Grades Pre-K-8 and Grades 5-12, Students with Severe Special Needs Pre-K-12.

Master of Arts in Teaching and Master of Science in Teaching Degrees (M.A.T./M.S.T.)

M.A.T. and M.S.T. for Initial Licensure

The M.A.T./M.S.T. Initial Licensure programs are designed for students who have graduated with a major in liberal arts or sciences and who wish to prepare for teaching in the secondary school, for experienced teachers in secondary schools who do not yet hold a license, and for recent college graduates already prepared to teach at the secondary level who want to earn an additional area of expertise and/or licensure. These degrees are coordinated with the appropriate Graduate School of the Morrissey College of Arts and Sciences department and require more coursework in Arts and Sciences than the M.Ed. degree in Secondary Teaching. Only one application to the Lynch School is necessary for admission.

Students may prepare in the following disciplines: biology, chemistry, physics, geology, mathematics, history, and English.

Programs are described under the section of this manual on programs in Teacher Education/Special Education and Curriculum and Instruction.

Master of Arts Degree (M.A.)

The Master of Arts degree is given in the following areas:

- Higher Education
- International Higher Education

- Counseling
 - Applied Developmental and Educational Psychology
- #### **Master of Science Degree (M.S.)**

The Master of Science degree is given in the following area:

- Applied Statistics and Psychometrics

These programs are described in each departmental section of this manual.

Course Credit

A minimum of 30 graduate credits is required for a master's degree. Specific programs may require more credits. No formal minor is required. All graduate students may request transfer of not more than six graduate credits. Only courses in which a student has received a grade of B or better, and which have not been applied to a prior degree, will be accepted. If approved, the transfer course and credit, but not the grade, will be recorded on the student's academic record. Credit received for courses completed more than ten years prior to a student's admission to his or her current degree program are not acceptable for transfer. A Masters Transfer Request Form should be completed and signed by the student's academic advisor and then sent to the Office of Graduate Admission, Financial Aid, and Student Services.

Programs of Study

In the first semester of matriculation, students must complete a Program of Studies in consultation with their academic advisor and/or the Associate Director of Student Services in the Office for Graduate Admission, Financial Aid, and Student Services. Program of Studies forms are available on the Lynch School website at www.bc.edu/schools/isoc/academics/pos.html. These forms must be approved and filed with the Associate Dean of Students.

Research Centers

The Lynch School houses several Research Centers. For more information refer to the About Boston College section of this catalog.

Department of Teacher Education/Special Education and Curriculum and Instruction

The Department of Teacher Education/Special Education and Curriculum and Instruction prepare educational leaders for instructional and administrative roles in public and private schools, in institutions of higher education, and in related organizations. The intent is to provide a blend of scholarship, disciplined inquiry, and professional experiences that will develop the sound understanding, practical skills, ethical values, and social responsibilities that are required of competent educators.

Student programs are individualized under the guidance of a faculty advisor, with special consideration given to each student's career goals and licensure requirements. The list of specific courses required for each program is available on the Lynch School website under Programs of Study.

Areas of Concentration

Programs and courses in Teacher Education are designed to prepare educators in the areas of elementary and secondary teaching, early childhood education, special education, and reading. In addition, master's and doctoral programs are available in Curriculum and Instruction. Teacher preparation programs are designed for individuals interested in working in elementary and secondary schools, both public and private, as well as early childhood and special needs programs and facilities. The Lynch School prepares outstanding teachers in both theoretical and practical dimensions of instruction. The doctoral program in Curriculum and Instruction prepares students for college and university teaching, research positions, and/or school leadership positions.

Master's candidates can include the Teaching English Language Learners (TELL) or the Teaching Dual Language Learners (TDLL) Certificate in their program of studies. TELL prepares educators to teach bilingual learners in English-only classrooms, while TDLL prepares educators to work with bilingual learners in Dual-Language classrooms. Both certificates require students to complete EDUC7621 Bilingualism, Second Language and Literacy Development, and EDUC3346 Teaching Bilingual Students, as well as require students to work with English language learners in English-only or Dual-Language classrooms, respectively. The TDLL certificate is designed for students in an Elementary Teaching program.

Licensure

Endorsement of candidates for initial Massachusetts teaching licensure is a collaborative effort between the student's Lynch School supervisor and cooperating teacher. The Lynch School offers graduate programs designed to prepare students for teaching licensure at the master's and C.A.E.S. levels. A student seeking licensure must be admitted as a degree candidate. Programs are approved by the Interstate Certification Compact (ICC), allowing students easier access to licensure outside Massachusetts.

The following are licenses available from the state department of Massachusetts through completion of a Lynch School program:

- Early Childhood Teacher
- Elementary Teacher
- Teacher of English, Mathematics, History, Physics, Chemistry, Biology, and Earth Science
- Specialist Teacher of Reading
- Specialist Teacher of Students with Moderate Special Needs (pre K–8, 5–12)
- Specialist Teacher of Students with Severe Special Needs (pre K–12)

Note: Students who plan to seek licensure in states other than Massachusetts should check the licensure requirements in those states. Students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL).

Practicum Experiences

Practicum experiences are an essential part of the curriculum in licensure programs and should be planned with the respective faculty advisor early in the student's program. Practicum experiences for licensure in Teacher Education are offered at the Initial Licensure level for Massachusetts. Students seeking licensure in Massachusetts also must pass the Massachusetts Tests for Educator Licensure (MTEL).

All field experiences for students enrolled in Lynch School degree programs are arranged through the Office of Practicum Experiences and Teacher Induction (Campion 103). The Director of Practicum Experiences and Teacher Induction must approve all students for the practicum. Applications for all placements must be made during the semester preceding the one in which it will occur. Application deadlines for full practica are March 15 for fall assignments and October 15 for spring assignments. Application deadlines for pre-practica are May 1 for fall placements and December 1 for spring placements.

The following are prerequisites for students who are applying for practica and clinical experiences:

- GPA of B or better (3.0 or above)
- Satisfactory completion of required pre-practica or waiver from the Director of the Office of Practicum Experiences and Teacher Induction

- Completion of 80 percent of the course work related to required Education courses, including methods courses in the content area and courses required for initial licensure
- Application in the Office of Practicum Experiences and Teacher Induction

A full practicum is characterized by the five professional standards as required by the Massachusetts Department of Education. Student teachers must demonstrate competence in these five standards during their practicum experience: plans curriculum and instruction, delivers effective instruction, manages classroom climate and operation, promotes equity, and meets professional responsibilities.

If, for any reason, a student is unable to complete the full practicum, an extended practicum (additional time in the field) will be required by arrangement of the Director of Practicum Experiences and Teacher Induction.

Placement sites for local field experiences are in Boston and neighboring areas. Students are responsible for providing their own transportation to and from these schools. Transportation to schools often requires that the student have a car, however some schools are accessible by public transportation. Carpooling is encouraged.

Programs in Teacher Education/Special Education and Curriculum and Instruction

Master of Education (M.Ed.) in Early Childhood Teaching

The master's degree program in Early Childhood education focuses on developmentally appropriate practices and critical thinking skills. This program is appropriate for students who wish to be prepared to teach children who are typically developing as well as children with moderate disabilities in a general education, pre-K–2 classroom. Students can enter the program without teaching licensure. The prerequisite for either program is a college degree with an Arts and Sciences major or equivalent. Students who have majored in other areas, such as business or engineering, should consult the Office of Graduate Admission, Financial Aid and Student Services.

At completion of the program, students will be able to demonstrate:

- Outcome 1: The teacher candidate will promote the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing the student performance and growth data, using the data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives.
- Outcome 2: The teacher candidate will promote the learning and growth of all student through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.
- Outcome 3: The teacher candidate will promote the learning and growth of all students through ethical, culturally proficient, skilled and collaborative practice.
- Outcome 4: The teacher candidate will demonstrate an inquiry stance by collecting and reporting data on pupil outcomes for the purpose of assessing, teaching, and modifying instructional practice.
- Outcome 5: The teacher candidate will identify policies and practices that contribute to systemic inequities in education and be aware of how his or her own background experiences are influenced by these systems, and recognizes a professional responsibility to promote and practice principles of social justice teaching.

Master of Education (M.Ed.) in Elementary Teaching

The Elementary Teaching program leads to licensure in grades 1–6. The program stresses a humanistic approach to teaching that is both developmentally appropriate and intellectually challenging. It prepares the teacher to work with the diverse range of children by providing the teacher with knowledge about instructional practices, along with perspectives on children, schools, and society.

At completion of the program, students will be able to demonstrate:

- Outcome 1: The teacher candidate will promote the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing the student performance and growth data, using the data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives.
- Outcome 2: The teacher candidate will promote the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.
- Outcome 3: The teacher candidate will promote the learning and growth of all students through ethical, cultural proficient, skilled, and collaborative practice.
- Outcome 4: The teacher candidate will demonstrate an inquiry stance by collecting and reporting data on pupil outcomes for the purpose of assessing, teaching, and modifying instructional practice.
- Outcome 5: The teacher candidate will identify policies and practices that contribute to systemic inequalities in education and be aware of how his or her own background experiences are influenced by these systems, and recognize a professional responsibility to promote and practice principles of social justice teaching.

The prerequisite for the program is a bachelor's degree with an Arts and Sciences or interdisciplinary major or equivalent. The Program of Studies for the program includes foundations and professional courses, and practicum experiences. Courses of study are carefully planned with the faculty advisor to ensure that both degree requirements and licensure requirements are fulfilled.

For the applicants seeking a master's in Elementary Education, undergraduate transcripts will be audited for mathematics courses. It is expected that applicants have completed a two 3-credit mathematics course equivalent in Arts and Sciences. If applicants do not fulfill this requirement, they will be advised to take the needed courses.

Master's Programs (M.Ed., M.A.T., and M.S.T.) in Secondary Teaching

Students in secondary education can pursue either a Master of Education (M.Ed.), a Master of Arts in Teaching (M.A.T.), or a Master of Science in Teaching (M.S.T.). These degree programs lead to (8–12) licensure in one of the following disciplines: English, history, biology, chemistry, geology, physics, and mathematics.

Upon completion of the program in Secondary Education graduates are expected to be able to:

- Teach for social justice, defined as improving the learning of all pupils and enhancing their life chances.
- Possess subject matter knowledge, pedagogical knowledge, and pedagogical content knowledge, and demonstrate this knowledge in practice.
- Be knowledgeable about and show understanding of the relationships among culture, language, learning, and schooling.

- Develop and demonstrate in practice social justice orientations, commitments, and interpretive frameworks.
- Demonstrate commitment to learning across their professional lifespan and possess knowledge of technology tools to do so.
- Assess and promote all pupils' learning.

The prerequisite for the program is a bachelor's degree with a liberal arts major in the field of desired licensure or an equivalent. Students who do not have the prerequisite courses must take discipline area courses before being admitted into a degree program. All prerequisite courses must be taken before taking the practicum. Check with the Office of Graduate Admission, Financial Aid, and Student Services (617-552-4214) if you have questions.

In addition to required courses in the field of education, secondary education master's degrees require a number of courses taken at the graduate level in the Morrissey College of Arts and Sciences department of specialization. M.Ed. students take a minimum of two graduate courses, and M.A.T./ M.S.T. students take five graduate courses in their disciplinary area. Courses of study are carefully planned with a faculty advisor. All of the master's programs leading to licensure in secondary education include practicum experiences in addition to course work. M.A.T./M.S.T. applicants file only one application to the Lynch School. The Office of Graduate Admissions, Financial Aid, and Student Services coordinates the admissions process with the Graduate School of the Morrissey College of Arts and Sciences faculty. All Lynch School admissions requests should be addressed to Boston College, The Office of Graduate Admission, Financial Aid, and Student Services, Lynch School of Education, Campion Hall 135, 140 Commonwealth Ave Chestnut Hill, Massachusetts 02467-3813, telephone 617-552-4214, or e-mail gsoc@bc.edu.

Master of Education (M.Ed.) in Reading/Literacy Teaching

The graduate reading program consists of a series of courses and related practicum experiences designed to help classroom teachers and resource room specialists increase knowledge and skill as teachers of literacy. The program is designed to enable candidates to meet Massachusetts licensure standards for teacher of reading. The program conforms to the guidelines of the International Reading Association.

At completion of the program, students will be able to demonstrate:

- Outcome 1: The teacher candidate will promote the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing the student performance and growth data, using the data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives.
- Outcome 2: The teacher candidate will promote the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.
- Outcome 3: The teacher candidate will promote the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.
- Outcome 4: The teacher candidate will demonstrate an inquiry stance by collecting and reporting data on pupil outcomes for the purpose of assessing, teaching, and modifying instructional practice.
- Outcome 5: The teacher candidate will identify policies and practices that contribute to systemic inequities in education and

be aware of how his or her own background experiences are influenced by these systems, and recognizes a professional responsibility to promote and practice principles of social justice teaching.

The Program of Studies consists of foundation courses, courses in language and literacy, and practica experiences as a teacher of reading. A classroom teaching certificate is normally required for admission into the program. Students should carefully plan programs in consultation with the program advisor to see that degree and licensure requirements are met.

Master of Education (M.Ed.) in Curriculum and Instruction

The master's degree program in Curriculum and Instruction consists of a planned program with a minimum of 30 graduate credit hours. Four courses in Curriculum and Instruction are required. Programs of study are planned in consultation with a faculty advisor to meet each candidate's career goals and needs.

This degree program does not lead to licensure, nor are students in this program eligible to apply for supervised practicum experiences. At the completion of the program, students will be able to:

- Develop and clarify their philosophy of education, in particular, their beliefs regarding the purposes and processes of effective curricular organization;
- Become familiar with different ways to conceptualize a school curriculum and with major curriculum designers, both past and present;
- Assess their own experiences with educational and curricular change as a means to gain greater insight into educational and institutional change processes writ large;
- Examine approaches to multicultural education, anti-racist education, and inclusion that aim to transform the curriculum;
- Explore the tensions and possibilities that face teachers day-in and day-out in the current social and political context;
- Learn alternative strategies for assessment that provide multiple and authentic measures of student learning;
- Analyze existing curricula in terms of various philosophical orientations;
- Examine implications and applications of learning theories as drawn from teachers in elementary and secondary schools as well as from professionals working in higher education and contexts outside of formal schooling;
- Consider how school curricula and pedagogical practices can be structured to promote social justice and democratic citizenship.

Master of Education (M.Ed.) in Special Education

Master of Education (M.Ed.) in Special Education: Teacher of Students with Moderate Special Needs, Grades Pre-K–8 and Grades 5–12

This program prepares teachers to work with students with mild to moderate disabilities such as: specific learning disabilities, emotional and behavioral disorders, and mild developmental disabilities. This program, however, is based on a non-categorical model focused on educational need rather than category of disabling condition. Students gain practical experience in inclusive schools. The ultimate goal is the preparation of teachers to function effectively in collaboration with regular educators, parents, and other professionals in creating successful experiences for all students.

At completion of the program, students will be able to demonstrate:

- Outcome 1: The teacher candidate will promote the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing the student performance and

growth data, using the data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives.

- Outcome 2: The teacher candidate will promote the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.
- Outcome 3: The teacher candidate will promote the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.
- Outcome 4: The teacher candidate will demonstrate an inquiry stance by collecting and reporting data on pupil outcomes for the purpose of assessing, teaching, and modifying instructional practice.
- Outcome 5: The teacher candidate will identify policies and practices that contribute to systemic inequities in education and be aware of how his or her own background experiences are influenced by these systems, and recognizes a professional responsibility to promote and practice principles of social justice teaching.

Applicants who have completed a regular education preparation program can enter directly into the program. Applicants with no previous regular education preparation program must apply for both regular and special education programs. For this reason, students become licensed in regular and special education. Financial aid is available in the form of paid internship experiences in local school systems and in some private schools.

Master of Education (M.Ed.) in Special Education: Teacher of Students with Severe Special Needs, Pre-K–12

This program prepares students to work in schools and community environments with students with intellectual disabilities or other severe disabilities, preschool through older adolescence, in a variety of educational settings and leads to a Massachusetts licensure in Severe/Intensive Special Needs. Students may be enrolled on a full- or part-time basis. The program emphasizes urban schools, inclusive education, collaborative teaching, disability policy, and family partnerships.

At completion of the program, students will be able to:

- Outcome 1: The teacher candidate will promote the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing the student performance and growth data, using the data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives.
- Outcome 2: The teacher candidate will promote the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.
- Outcome 3: The teacher candidate will promote the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.
- Outcome 4: The teacher candidate will demonstrate an inquiry stance by collecting and reporting data on pupil outcomes for the purpose of assessing, teaching, and modifying instructional practice.
- Outcome 5: The teacher candidate will identify policies and practices that contribute to systemic inequities in education and be aware of how his or her own background experiences are influenced by these systems, and recognizes a professional responsibility to promote and practice principles of social justice teaching.

For those students employed in approved Intensive Special Needs programs, practicum requirements are individualized and may be completed within the work setting. The program of studies expands on and builds upon a prerequisite education foundation through the development of competencies that are research and field-based and consistent with the highest professional standards of the field.

Teaching English Language Learners (TELL) Certificate Program For Candidates in a Licensure Program

All students who successfully complete a teacher licensure program in LSOE will earn the required Massachusetts Sheltered English Immersion (SEI) Endorsement. This SEI endorsement meets state regulations for working with English language learners (ELLs) as a core academic teacher in Massachusetts. In addition, however, LSOE offers the option of the Teaching Bilingual Language Learners (TELL) Certificate Program, a deeper and more extensive preparation for working with ELLs. For candidates in a licensure program this entails adding one course: EDUC7621 Bilingualism, Second Language and Literacy Development for graduates. All TELL certificate program participants are strongly encouraged to work with ELLs in their full practicum sites.

For Candidates in a Non-Licensure Program

Students who are not enrolled in a teaching licensure program may also complete the TELL certificate program. These students complete EDUC7621 Bilingualism, Second Language and Literacy Development as well as EDUC3346 Teaching Bilingual Students and are required to work with English language learners in an instructional setting. The TELL certificate program for students who are not enrolled in a licensure program is ideal for candidates seeking to work with English language learners abroad or in contexts in the United States where Massachusetts SEI Teacher Endorsement is not required. For more information please contact Dr. Maria Brisk, brisk@bc.edu, Dr. Mariela Paez, paezma@bc.edu or Dr. Anne Homza, anne.homza@bc.edu.

Teaching Dual Language Learners (TDLL) Certificate Program

The TDLL Certificate Program is designed for students who would like to work in dual-language classrooms. Students will complete their practicum placements in dual-language classrooms and assignments in EDUC7621 Bilingualism, Second Language and Literacy Development will be geared toward understanding and mastering the complexities of dual-language education. For more information please contact Dr. Patrick Proctor at proctoch@bc.edu.

Donovan Urban Teaching Scholars Program

The Donovan Urban Teaching Scholars program is open to master's students specifically interested in urban teaching. To qualify for the program, students must be accepted into one of the Master of Education licensure programs in teaching listed above. All Donovan Scholars must complete a teacher education program in Early Childhood, Elementary, Secondary, Reading, Moderate Special Needs, or Severe Special Needs Teaching. A cohort of 30 students is selected each year from students applying to an M.Ed. teacher licensure program and financially supported from the Donovan Scholars program, which carries a half-tuition scholarship.

Certificate of Advanced Educational Specialization (C.A.E.S.)

The C.A.E.S. course of study is designed for currently licensed educators who already have a master's degree and seek a higher level of specialization in Curriculum and Instruction. For further information on the C.A.E.S. program in Curriculum and Instruction, contact Boston College, The Office of Graduate Admission, Financial Aid, and

Student Services, Lynch School of Education, Campion Hall 135, 140 Commonwealth Ave Chestnut Hill, Massachusetts 02467-3813, telephone 617-552-4214, or e-mail gsoe@bc.edu.

Doctoral Program (Ph.D.) in Curriculum and Instruction

The doctoral program in Curriculum and Instruction is for people who hold, or plan to assume, leadership positions in curriculum, instruction, and teacher education in schools, school systems, or other related instructional environments. It is also designed for candidates who are preparing for a career in curriculum and instruction or teacher education at the college, university, or staff development level.

Courses and related program experiences are designed to develop scholarly methods of inquiry in teaching, teacher education, curriculum development and evaluation, and professional development. There is a complementary emphasis on designing and researching effective instruction. Students who plan to work in school settings may pursue programs that will help them develop expertise in several areas of instruction such as mathematics, literacy, technology, science, history, or combinations thereof. Students who plan to work at the post-secondary level may pursue specialties in curriculum or teacher preparation in a specific subject area.

The program of studies requires a research core that will familiarize students with quantitative and qualitative research methodology and develop the candidate's expertise for analyzing and conducting research. Also required are advanced-level core courses in curriculum and teaching theory, research, and practice.

Upon graduation, Ph.D. students in our program should be able to:

- Students will demonstrate knowledge of effective practices regarding college-level teaching and/or professional development with in-service teachers.
- Students will demonstrate the ability to conduct original, empirical and/or conceptual research related to topics in curriculum and instruction.
- Students will participate in regional, national and/or international conferences in the broad areas of curriculum and instruction.
- Students will learn how to create an academic paper at the "publishable" level of quality on a topic related to the student's area of specialization within the broad field of curriculum and instruction.

Programs of studies are carefully planned on an individual basis to help candidates meet their goals related to scholarship, professional, and career paths. Throughout their doctoral programs, candidates work closely with faculty in research and teaching activities related to one of four areas of specialization: Language, Literacy, and Culture; Critical Perspectives on Schooling: Race, Class, Gender, Disabilities; Leadership, Policy, and Educational Change; Math, Science, and Technology.

Department of Educational Leadership and Higher Education

The Department of Educational Leadership and Higher Education prepares educational leaders for institutions involved in the education of youth and adults from preschool through university and continuing education levels. The department is committed to preparing leaders who proactively bring foundational perspectives from sociology, psychology, history, and philosophy, as well as social justice and public policy concerns to their analysis and articulation of educational issues. Course work, coupled with field-based learning experiences attempt to develop reflective practitioners who integrate theory with practice in their professional agenda.

The list of specific courses required for each program is available on the Lynch School website under Programs of Study.

Programs in Educational Leadership

Master of Education (M.Ed.) in Educational Leadership

Educators with limited or no experience as administrators and those preparing for various administrative positions in public or private elementary, middle, or secondary schools can participate in the master's program in educational leadership. Most students admitted to the master's program have teaching experience but little or no prior graduate study in educational leadership. To be licensed, one must have at least three years of teaching experience.

At the conclusion of their program of studies, students sit for a one-hour oral or written comprehensive examination. The comprehensive examination is based on their course work, related program experiences, and their practicum experience.

At completion of the program, students must demonstrate:

- Standard 1. Instructional Leadership: The school leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes effective teaching and learning the central focus of schooling.
- Standard 2. Management and Operations: The school leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing and scheduling.
- Standard 3. Family and Community Engagement: The school leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.
- Standard 4. Professional Culture: The school leader promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.

Certificate of Advanced Educational Specialization Degree Program (C.A.E.S.)

The C.A.E.S. course of study is designed for currently practicing educators who already have a master's degree and who do not plan to pursue a doctoral degree but seek a higher level of specialization or professional licensure in a particular field. For further information on the C.A.E.S. program in Educational Leadership, contact Boston College, The Office of Graduate Admission, Financial Aid, and Student Services, Lynch School of Education, Campion Hall 135, 140 Commonwealth Ave Chestnut Hill, Massachusetts 02467-3813, telephone 617-552-4214, or e-mail gsoe@bc.edu.

Doctoral Program (Ed.D.) in Educational Leadership

The Lynch School offers a three-year accelerated doctoral program for practicing school administrators—the Professional School Administrators Program (PSAP). This program, in conjunction with completion of the requirements for the certification as district superintendent through the Massachusetts Association of School Superintendents and the Leadership Licensure Program (LLP), leads to the Ed.D. degree. The PSAP is open to principals, superintendents, assistant superintendents, and other central office administrators from elementary, middle, and secondary schools. Admission to this program is offered in alternate years and the next cohort will be admitted in 2017.

Students who complete the Ed.D. program (PSAP) are expected to demonstrate:

- Competence in instructional leadership (district level leadership; ethics and equity; culturally proficient leadership; needs of diverse learners; collaborative; reflective; open to feedback; strong oral and written communication; self-directed; confident).
- Competence in management and operations (planning and implementing change; budget development; human capital analysis; school committee relationships; strategic thinking; teaming skills).
- Competence in family and community engagement (culturally proficient leadership; educational equity audit and diversity planning; professional development implementation; community relationships; crisis communication).
- Competence in professional culture (self-awareness; culturally proficient leadership; team leadership; reflectiveness and self-assessment of leadership).
- Competence in advanced level data collection, analysis, and interpretation of research in the field of educational leadership.

Applicants must be currently practicing in their administrative area. More information is available from Boston College, The Office of Graduate Admission, Financial Aid, and Student Services, Lynch School of Education, Campion Hall 135, 140 Commonwealth Ave Chestnut Hill, Massachusetts 02467-3813, telephone 617-552-4214, or e-mail gsoe@bc.edu.

Programs in Higher Education

Master of Arts (M.A.) in Higher Education

The master's degree in Higher Education prepares students for entry-level and mid-level positions in student affairs as well as in other professional areas in colleges, universities, and policy organizations. The M.A. program consists of 30 credit hours of required and elective course work and field experiences. Most students complete the program full-time in two academic years. Students with substantial professional experience have the opportunity to complete the program full-time in one academic year and one summer. Students may also elect to complete the program on a part-time basis. In addition to a core of foundational courses in higher education, the program offers students the opportunity to focus on one of the following concentrations:

- Student Affairs
 - Higher Education Administration
 - Spirituality, Faith, and Formation
- At the completion of the program, students must demonstrate:
- Knowledge of the important issues facing higher education.
 - Knowledge of foundational, methodological and concentration content.
 - Demonstrated competence in communication skills, cooperation and teamwork, work quality and quantity, and job knowledge as assessed in the Field Experience Performance Review and Development Plan.

Faculty advisors work with students on an individual basis to design programs of study and applied field experiences according to the individual student's background, interests, and goals.

Master of Arts (M.A.) in International Higher Education

Designed to provide you with a deep understanding of and a scholarly perspective on global higher education, this master's program examines challenges and opportunities in different geographic regions, and explores leadership and management, economics and finance, and teaching and student affairs in the field. The M.A. program consists of

EDUCATION

30 credit hours of required and elective course work and field experiences. The program may be completed in one academic year and one summer by students interested in full-time study.

Doctoral Degree (Ph.D.) in Higher Education

The doctoral program prepares students for senior administrative and policy management posts at colleges and universities and for careers in teaching and research. The program offers students the opportunity to focus on one facet of higher education, including administration and policy analysis in higher education; student development and student affairs; international and comparative higher education; organizational culture and change; and the academic profession. In addition, students may choose other topics that are relevant to the administration of post-secondary education and to research.

At the completion of the program, students must demonstrate:

- Knowledge of the important issues facing higher education from a multi-disciplinary perspective (history, sociology, philosophy, psychology, economic and political science).
- Knowledge of theoretical and empirical knowledge in the field.
- Knowledge of managerial and policy-making issues in the field.
- Knowledge of research methodologies and research ethics and applications.

A special feature is the Center for International Higher Education, linking the Lynch School's Higher Education program with Jesuit colleges and universities worldwide. This initiative, as well as other international efforts, provides a significant global focus to the higher education program.

The doctoral program requires 54 credit hours of course work, 48 of which must be beyond the 7000 level. At least six credit hours of dissertation direction is needed. The Ph.D. program is organized into several tiers of study. These include a core of foundational studies in higher education; methodological courses; specialized elective courses in higher education and related fields, including research seminars; and research. In the context of a rigorous selection of courses, students are encouraged to pursue their own specific interests in higher education.

Department of Counseling, Developmental, and Educational Psychology

The CDEP department promotes psychosocial well-being, positive social change, and social justice through innovative and rigorous teaching, research, and professional training in applied and counseling psychology. The department engages in psychological research and its applications to advance more equitable and socially just policies and practices in partnership with diverse local, national and global communities. CDEP programs prepare students to engage in culturally informed research and practice within and across disciplines and settings.

Programs in Counseling and Counseling Psychology

Programs in Counseling and Counseling Psychology have, as a mission, the preparation of mental health counselors and school counselors at the master's level and counseling psychologists at the Ph.D. level for competent professional practice in schools, universities, and a variety of non-school health care delivery settings.

The primary focus of the multi-level program is the facilitation of healthy functioning in clients and a respect for individual and cultural differences. Competencies are developed in psychological theories of personality and behavior, human development, counseling strategies, and career development. Developmental concepts are integrated with supervised practice through field placements and varied instructional approaches.

The list of specific courses required for each program is available on the Lynch School website under Programs of Study.

Master of Arts (M.A.) in Counseling

The Master of Arts degree in Counseling is a two-year, full-time program designed for candidates who wish to work as counselors in mental health agencies or in school settings. Prerequisites for enrollment in the M.A. program in Counseling consist of evidence of undergraduate preparation in personality theory, research methods and basic statistics, and developmental psychology. Students who have not majored in psychology will be expected to choose appropriate electives in their master's program to fulfill these requirements. Candidates will select the Mental Health Counselor or School Counselor option prior to enrolling in the program.

School Counseling

The School Counseling sequence is a 48 credit-hour program. The first year of the program is devoted primarily to course work; however, School Counseling students do spend one day a week at a school in their second semester to meet pre-practicum requirements. The second year of the program consists of a full-year, 600 hour practicum placement and the completion of remaining academic requirements. Students may select the elementary/middle school track (grades pre-K-9) or the middle/high school track (grades 5-12). The track must be selected early in course work since the student must follow prescribed curriculum standards.

At completion of the program, students will be able to:

- Demonstrate foundational training in, and foster identification with, the field of psychology generally, and counseling and school counseling, specifically.
- Become competent as practitioners, and knowledgeable of the ways in which science influences practice and how practice can inform scientific investigation.
- Promote social justice in their professional work.

Mental Health Counseling

Students enrolling in the Mental Health Counseling sequence can take a 60-credit or 48-credit track. The 60-credit track fulfills the course requirements for licensure in the state of Massachusetts, while the 48-credit track does not. The first year of the program is devoted primarily to course work. Students in the Mental Health Counselor sequence are then expected to take one required course during the Summer Session. They may also take additional elective courses during the Summer Session if they wish to reduce their course load during the second year in the program. The second year of the program includes a full-year, 600 hour internship placement and the completion of remaining academic requirements.

At completion of the program, students will be able to:

- Demonstrate foundational training in, and foster identification with, the field of counseling.
- Become competent as practitioners and knowledgeable of the ways in which science influences practice and practice influences science.
- Understand the nature of social justice in their professional work and to infuse this perspective into their practice.

Within the Mental Health Counseling sequence, students may focus more intensively on children or adolescents by selecting electives that emphasize these populations.

Doctoral Program (Ph.D.) in Counseling Psychology (APA accredited)

The doctoral program in Counseling Psychology, through advanced course work and supervised internships, builds on prior graduate training and professional experience. Using a developmental

framework and a scientist-practitioner model of training, the program helps students acquire the following competencies: ability to comprehend and critically analyze current literature in the field; understanding of major theoretical frameworks for counseling, personality, and career development; skills to combine research and scientific inquiry; knowledge and practice of a variety of assessment techniques; respect for and knowledge of diverse client populations; ability to provide supervision, consultation, and outreach; commitment to the ethical and legal standards of the profession including sensitivity to individual, gender, and cultural differences; and, demonstrated competencies with a variety of individual and group counseling approaches in supervised internships.

At the completion of the program:

- Students demonstrate foundational knowledge, and identification with, the field of psychology, generally and counseling psychology, specifically.
- Students demonstrate competency as theorists, researchers, and scholars, who are knowledgeable of the ways in which practice influences science.
- Students demonstrate competency as practitioners and are knowledgeable of the ways in which science influence practice.
- Students demonstrate social justice practices in their professional work.

The doctoral program in Counseling Psychology accepts applications from applicants with a master's degree prior to applying as well as from applicants who wish to pursue their doctoral education directly after their undergraduate education (Direct Admit). The doctoral program (Ph.D.) in Counseling Psychology is accredited by the American Psychological Association (Office of Program Consultation and Accreditation, 750 First Street, NE, Washington, DC 20002; 202-336-5979) and is designed to qualify candidates for membership in that organization and Division 17 (Counseling Psychology). The program is designed to provide many of the professional pre-doctoral educational requirements for licensure as a Psychologist in the Commonwealth of Massachusetts and for inclusion in the National Register of Health Care Providers. Licensure requirements in Massachusetts include an additional year of post-doctoral supervised experience.

The entering doctoral student who has not completed all of the educational prerequisites for the M.A. in Counseling must complete them during the initial year of enrollment in the doctoral program. Decisions regarding this aspect of the student's course work will be based on a review of the student's background by the assigned advisor and the director of doctoral training.

Once admitted, doctoral students are required to complete courses in each of the following broad areas that fulfill the basic professional training standards: scientific and professional ethics and standards, research design and methodology, statistical methods, psychological measurement, history and systems of psychology, biological bases of behavior, cognitive-affective bases of behavior, social bases of behavior, individual differences, and professional specialization.

The Ph.D. in Counseling Psychology requires five years of full-time academic study, doctoral comprehensives, and advanced practice, including a year of full-time internship and successful defense of a dissertation. Other departmental requirements for the Ph.D. are discussed above.

Programs in Applied Developmental and Educational Psychology

The theoretical orientation of the programs in Applied Developmental and Educational Psychology is development and learning

in sociocultural context. The programs are designed to develop expertise in integrating theory, research, and application to the development of children, adolescents, and adults.

Two degrees are offered: the master's degree in Applied Developmental and Educational Psychology and the doctoral degree in Applied Developmental and Educational Psychology.

The doctoral program in Applied Developmental and Educational Psychology accepts applications from applicants with a baccalaureate or master's degree in psychology or a related field. Most applicants have some research experience as well as practice/education experience in the field.

Master's Programs (M.A.) in Applied Developmental and Educational Psychology

The M.A. degree focuses on the unique characteristics, crises, and developmental tasks of people at specific periods in their lives, including the social, affective, biological, and cognitive factors that affect development. The program is designed for those pursuing knowledge of theory and research in the area of life span development, and for those practitioners (counselors, nurses, personnel specialists, teachers, social workers) seeking a greater understanding of the populations they serve. The M.A. degree does not lead to licensure. Those possessing a degree in this option are employed in a number of developmentally oriented settings, (e.g., residential care centers, prisons and correction centers, children's museums and parks, adult and industrial educational facilities, personnel departments, governmental offices, and hospitals). Graduates also serve as educational instructors and/or consultants in these settings.

At completion of the program:

- Students will learn theory and content core to the field of social, emotional and cognitive development;
- Students will learn to analyze and critique theory and content;
- Students will learn to use evidence to examine, critique, and evaluate scholarship and current controversies in development and education psychology;
- Students will learn how to communicate disciplinary knowledge to professional audiences;
- Students will learn how to apply disciplinary knowledge to real-world situations.

A listing of specific course requirements may be obtained from the Office of Graduate Admissions, Financial Aid, and Student Services, Campion 135. The program is designed to give maximum flexibility to suit individual needs. Beyond the core requirements, students work with their academic advisor to select an additional set of courses that best fulfill their career goals and areas of interest. Through these courses students can elect to complete Certificates or Specializations, which can be found online (<http://www.bc.edu/schools/lsoe/academics/Graduate/Graduate.html>).

Doctoral Program (Ph.D.) in Applied Developmental and Educational Psychology

The doctoral program in Applied Developmental and Educational Psychology educates both researchers and practitioners. Through research and practice, the faculty seeks to employ developmental theory and research to inform policy and improve practice in educational, community, and policy settings. The primary focus of the program is development and learning in sociocultural context, with attention to diversity in gender, race, class, ethnicity, and physical and mental challenges. Individual development is examined in relation to social factors and the interaction of biological, environmental, and social

structural factors. Educational, human service and social justice applications are emphasized, and work with diverse populations in a range of settings is a major focus.

The faculty brings five areas of specialization to these central themes: a focus on individual differences in development, including social competencies, behavior problems, and core language, mathematics, and critical thinking skills; a focus on interpersonal processes such as parenting and peer relations; assessment of proximal contexts such as families, schools, and communities; attention to cultural and social structural forces including racism, ethnic discrimination, poverty, and abuses of political power; and finally, translation of research into practice and social policy.

Upon completion of the Ph.D. program, graduates will be able to:

- Demonstrate knowledge of the major concepts and theories in the field of child development.
- Critically evaluate existing research and integrate research findings across studies.
- Analyze applied and theoretical issues related to child development from different theoretical perspectives and based on prior research findings.
- Develop research questions reflecting basic and applied issues in the areas of education, social policy and human/community development.
- Use appropriate methodology to design empirical studies addressing research questions.
- Use a variety of quantitative and qualitative techniques for analyzing data.
- Communicate research findings clearly and accurately in publications and presentations for both professional and lay audiences.
- Teach courses in the field at the college and graduate level.

The range of careers available to Applied Developmental and Educational Psychology graduates with a Ph.D. includes university teaching, research, advocacy, consultation, and positions in business, governmental agencies, and human service organizations.

The program guidelines promote active engagement in research with faculty mentors for all students throughout their doctoral program. In addition to this mentored training, the curriculum requires that students take core courses in (1) social, affective, and cognitive development and the contexts of development; (2) qualitative and quantitative research methods and statistics; (3) professional development and teaching preparation; and, (4) application to practice and policy. In addition, students develop expertise in targeted areas of psychology through selected elective courses and through their research and practice experiences. Finally, students with a particular interest in human rights and social justice can obtain a Certificate through the BC-based Center for Human Rights and International Justice.

Department of Educational Research, Measurement, and Evaluation

Studies in Educational Research, Measurement, and Evaluation are designed to prepare researchers with specialized competence in testing, assessment, applied statistics, the evaluation of educational programs, and in research methodology for the social sciences and human services. **Master of Education (M.Ed.) in Educational Research, Measurement, and Evaluation**

The Educational Research, Measurement, and Evaluation (ERME) program at the Lynch School combines the study of research design, statistical methods, and testing and assessment with a research

focus on major contemporary education policy issues. The program is designed to prepare students for research and academic careers in education, social sciences and human services.

Upon completion of the M.Ed., graduates should be able to:

- Understand the theory of research, evaluation, statistics, measurement and assessment methodology.
- Critically analyze published quantitative and qualitative research.
- Interpret and report quantitative and qualitative designs, procedures, and results.
- Communicate research findings effectively.

The master's program prepares graduate students with fundamental skills in testing, assessment, the evaluation of educational innovations, and in quantitative and qualitative social science research methods. A minimum of 30 credit hours and satisfactory performance on a comprehensive examination are required for the M.Ed. degree.

Master of Science (M.S.) in Applied Statistics and Psychometrics

The Educational Research, Measurement, and Evaluation (ERME) program at the Lynch School combines the study of research design, statistical methods, and testing and assessment with a research focus on major contemporary education policy issues. The program is designed to prepare students for research and academic careers in education, social sciences and human services.

Upon completion of the M.S., graduates should be able to:

- Understand the theory of applied statistics and psychometrics.
- Conduct analyses using advanced procedures such as multiple regression, multivariate models, hierarchical linear modeling, causal modeling, and longitudinal analyses.
- Interpret and report quantitative and qualitative designs, procedures, and results.
- Design, conduct, analyze, interpret and report both Classical Test Theory and Item Response Theory analyses.
- Communicate research findings effectively.

The ERME Master's of Science is a specialization in quantitative methods. This program meets the increasingly higher expectations of applied research organizations (e.g., education, psychology, social work, health) and funding agencies, (e.g., the Institute for Education Sciences and the National Science Foundation), for master's-level specialists trained in quantitative designs, statistical procedures, and measurement methodology applicable to a wide variety of projects. A minimum of 30 credit hours and satisfactory performance on a comprehensive examination are required for the M.S. degree.

Doctoral Program (Ph.D.) in Educational Research, Measurement, and Evaluation

This program prepares researchers with specialized competence in testing, assessment, the evaluation of educational innovations, and in quantitative and qualitative social science research methodology.

A student without a master's degree may apply directly to the doctoral program in Educational Research, Measurement, and Evaluation. However, note that this Direct Admit option is appropriate only when the applicant has demonstrated exceptional academic achievement and has acquired relevant research experience.

Emphasis is on the application of research design and statistical methods in making measurements and drawing inferences about educational and social science problems, with special attention given to methods of testing, assessment, data collection, policy issues, and statistical analysis of data. Students are expected to develop an understanding of modern techniques of test construction and evaluation, design of

research and experiments, univariate and multivariate statistical analysis of data, and psychometric theory. Training and experience are provided in the use of specialized computer software for statistical analysis.

Upon completion of the Ph.D., graduates should be able to:

- Understand the theory of research, evaluation, statistics, measurement and assessment methodology.
- Critically analyze published quantitative and qualitative research.
- Construct both cognitive and affective measurement instruments and assessments.
- Conduct original empirical research related to topics in education, evaluation, statistics, measurement, assessment, and policy.
- Interpret and report quantitative and qualitative designs, procedures, and results.
- Communicate research findings effectively.

Since the important issues in these areas require more than technical solutions, the program also attends to non-technical social, ethical, and legal issues. Care is taken to design programs of study and experience according to the individual student's needs, interests, and goals.

Students may choose an additional concentration in Developmental and Educational Psychology, Educational Policy and Reform, Curriculum and Instruction, Educational Leadership, or other area.

Graduates of the program are qualified for academic positions in university departments of education and social sciences. They also are qualified for research and testing specialist positions in universities, foundations, local education agencies, state and regional educational organizations, and in research and development centers.

Dual Degree Programs

The Lynch School offers five dual degree programs in collaboration with the Boston College Law School, the Carroll School of Management, and the School of Theology and Ministry (STM).

Dual Degree Programs—Law and Education

The dual degree programs in law and education are designed for students interested in serving the combined legal and educational needs of students, families, and communities in our nation. They reflect the University's mission to promote social justice and to prepare men and women for service to others. The programs prepare students to meet the needs of individuals who have traditionally not been well served by the nation's schools. The programs are designed to serve the needs of persons who wish to combine knowledge about education and applied psychology with legal knowledge and skills to better serve their clients and constituencies. The programs offer an opportunity to further the University's goals in promoting interdisciplinary inquiry and integrating the work of service providers.

Students admitted to the program may expect to receive both a master's degree in Education (M.Ed. in Curriculum and Instruction or Educational Leadership or M.A. in Higher Education) and the Juris Doctor (J.D.) degrees in approximately three and a half years, or three years and two summers, rather than the four or more years such degrees would normally entail if taken separately. Students must matriculate and spend at least one semester of residence in the Lynch School.

Students seeking to pursue the J.D./M.Ed. or J.D./M.A. dual degree must file separate applications to, and be admitted by, both their intended Education program in the Lynch School and the Boston College Law School. Any student seeking licensure or human services

licensure must meet all of the requirements in the Lynch School for that licensure. Students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL).

All Lynch School admissions requests should be addressed to: Boston College, The Office of Graduate Admission, Financial Aid, and Student Services, Lynch School of Education, Campion Hall 135, 140 Commonwealth Ave Chestnut Hill, Massachusetts 02467-3813, telephone 617-552-4214, or e-mail gsoc@bc.edu. The BC Law School accepts applications from mid-September through March 1 for the class entering in August. Contact them directly for further information at Office of Admissions, BC Law School, 885 Centre Street, Newton Centre, MA 02459, 617-552-8550.

Dual Degree Program—Higher Education and Management (M.A./M.B.A.)

This dual degree program will provide students in higher education with an opportunity for professional training in resource management. The M.B.A./M.A. program will prepare students to assume leadership positions in such areas as financial management, resource planning, and technology management in major universities and policy-making institutions in post-secondary education.

Students admitted to the program may expect to receive both a master's degree in education (M.A. in Higher Education Administration) and the Master of Business Administration (M.B.A.) degrees in three academic years and two summers. Students seeking to pursue the M.B.A./M.A. dual degree must file separate applications to, and be admitted by, both the Higher Education program in the Lynch School of Education and the Carroll School of Management.

All Lynch School admissions requests should be addressed to: Boston College, The Office of Graduate Admission, Financial Aid, and Student Services, Lynch School of Education, Campion Hall 135, 140 Commonwealth Ave Chestnut Hill, Massachusetts 02467-3813, telephone 617-552-4214, or e-mail gsoc@bc.edu. All M.B.A. admissions requests should be addressed to the Office of Graduate Admissions, Carroll School of Management, 140 Commonwealth Avenue, Chestnut Hill, MA 02467-3813, 617-552-3920.

Dual Degree Program—Pastoral Ministry and Counseling (M.A./M.A.)

The dual M.A. in Pastoral Ministry/M.A. in Counseling Psychology program was developed by the School of Theology and Ministry and the Lynch School. It is designed for individuals who wish to pursue graduate studies that combine theories and practice in counseling and psychology with studies in religion and exploration of the pastoral dimensions of caregiving.

It combines the core studies and faculty resources of the existing M.A. in Pastoral Ministry (Pastoral Care and Counseling Concentration), and the M.A. in Counseling Psychology (Mental Health Counselor). It prepares students to seek licensing as professional mental health counselors while also providing them with theoretical foundations for integrating pastoral ministry and counseling techniques. Students seeking to pursue the dual M.A./M.A. program must file separate applications to, and be admitted by, both the Lynch School master's program in Counseling and the School of Theology and Ministry. Any student seeking mental health licensure or school counseling licensure must meet all of the requirements in the Lynch School for that licensure. Students seeking licensure in Massachusetts as school counselors must pass the Massachusetts Tests for Educator Licensure (MTEL).

All Lynch School admissions requests should be addressed to the Office of Graduate Admissions, Financial Aid, and Student Services, Campion 135, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. All Pastoral Ministry admissions requests should be addressed to the School of Theology and Ministry, 140 Commonwealth Avenue, Chestnut Hill, MA 02467-3921, 617-552-6506.

Interdisciplinary Certificate in Human Rights and International Justice

The Center for Human Rights and International Justice offers an Interdisciplinary Certificate in Human Rights and International Justice to graduate students enrolled in affiliated academic departments in all of the university's graduate schools. The Certificate requires the student to: (1) follow a curriculum within his or her graduate studies that emphasizes human rights and international justice issues; (2) widen his or her interdisciplinary understanding of these issues by completing one or more courses designated by the Center in other academic departments; (3) complete the Center's Interdisciplinary Seminar in Human Rights; and, (4) write a research paper under the Center's auspices or complete a practicum supervised by the Center. For more information, visit www.bc.edu/centers/humanrights/academics.html.

Certificate and Specialization Programs

All Lynch School Certificate and Specialization Programs requests should be addressed to: Boston College, The Office of Graduate Admission, Financial Aid, and Student Services, Lynch School of Education, Campion Hall 135, 140 Commonwealth Ave Chestnut Hill, Massachusetts 02467-3813, telephone 617-552-4214, or e-mail gsoe@bc.edu.

Certificate in Child and Family Mental Health

The Certificate in Child and Family Mental Health and Wellness is designed for students who would like to broaden and deepen their understanding of developmental psychology, and the mental health and wellness of children, adolescents, and families. The courses included in this certificate foster an understanding of children and families from strengths-based, developmental-contextual framework.

Certificate in Positive Youth Development

The Certificate in Positive Youth Development equips professionals with an understanding of the theoretical, empirical and experiential bases of the Positive Youth Development (PYD) model. PYD offers an applied perspective to frame applications (programs and policies) for promoting positive development among youth living in diverse communities. The certificate benefits early- and mid-career professional youth development leaders for careers in agencies, institutions, schools, nonprofits, and community organizations that serve youth.

Specialization in Autism Spectrum Disorder

The Specialization in Autism Spectrum Disorder assists teachers and other professionals who work with students diagnosed with Autism Spectrum Disorder (ASD), in K-12 schools in understanding the nature of ASD and the educational techniques used to meet their needs. The population of student being diagnosed with ASD has grown dramatically over the past decade. This specialization will benefit special educators and many general education teachers, who are being asked to serve these students at all grade levels.

Specialization in Assessment Literacy & Data Use for Educators

Teachers, school administrators, and educational evaluation professionals face continuous pressure to administer and use the results of

a variety of assessment instruments. The purpose of this specialization is to assist these professionals in understanding the value and the makeup of assessment instruments that may be used in schools where they work.

Certificate in Serving Exceptional Learners in Catholic Schools

The Certificate in Serving Exceptional Learners in Catholic Schools is designed to help participants prepare to serve the diverse learning and behavioral needs of their students who are atypical learners. Although this certificate does not fully prepare teachers to be special educators, it addresses the key strategies needed for serving these students in Catholic school classrooms.

Certificate in Early Childhood Leadership

The Certificate in Early Childhood Leadership equips professionals with knowledge of current research and theory related to early childhood, the policy landscape, diversity, and theories of leadership. Courses develop skills in translating empirical research into practice and policy and collaboration with the multiple stakeholders in young children's lives.

Certificate for Institutional Research Officer/Analyst

The Certificate in Institutional Research prepares professionals for higher education careers as institutional research officers and analysts where addressing institution-related questions and problems requires: skill in program evaluation, assessment development, general research design, and applied social science statistics; and familiarity with institutional structures and operations.

Lynch School Graduate Programs

Department of Teacher Education/Special Education and Curriculum and Instruction

Early Childhood Education: M.Ed.
Elementary Education: M.Ed.
Secondary Education: M.Ed., M.A.T., M.S.T.
Reading /Literacy Teaching: M.Ed., C.A.E.S.
Curriculum and Instruction: M.Ed., C.A.E.S., Ph.D.
Special Education (Moderate Special Needs, Grades Pre-K-8 and Grades 5-12): M.Ed., C.A.E.S.
Special Education (Students with Severe Special Needs, Grades Pre-K-12): M.Ed., C.A.E.S.

Department of Educational Leadership and Higher Education

Educational Leadership: M.Ed., C.A.E.S., Ed.D.
Higher Education: M.A., Ph.D.
International Higher Education: M.A.

Department of Counseling, Developmental, and Educational Psychology

Counseling Psychology: M.A., Ph.D.
Applied Developmental and Educational Psychology: M.A., Ph.D.

Department of Educational Research, Measurement, and Evaluation

Educational Research, Measurement, and Evaluation: M.Ed., Ph.D.
Applied Statistics and Psychometrics: M.S.

Dual Degrees: Education/Law, Education/Management, Education/

Pastoral Ministry, and Counseling/Pastoral Ministry

Curriculum and Instruction/Law: M.Ed./J.D.
Educational Leadership/Law: M.Ed./J.D.
Higher Education/Law: M.A./J.D.
Higher Education/Business Administration: M.A./M.B.A.
Counseling/Pastoral Ministry: M.A./M.A.

Faculty

Albert Beaton, *Professor Emeritus*; B.S., State Teacher's College at Boston; M.Ed., Ed.D., Harvard University
M. Beth Casey, *Professor Emerita*; A.B., University of Michigan; A.M., Ph.D., Brown University
John S. Dacey, *Professor Emeritus*; A.B., Harpur College; M.Ed., Ph.D., Cornell University
Curt Dudley-Marling, *Professor Emeritus*; B.A., M.Ed., University of Cincinnati; Ph.D., University of Wisconsin at Madison
George T. Ladd, *Professor Emeritus*; B.S., State University College at Oswego; M.A.T., D.Ed., Indiana University
George F. Madaus, *Professor Emeritus*; B.S., College of the Holy Cross; M.Ed., State College of Worcester; D.Ed., Boston College
Vincent C. Nuccio, *Professor Emeritus*; A.B., Boston College; M.E., Ed.D., Cornell University
Bernard A. O'Brien, *Professor Emeritus*; A.B., Boston College; A.M., Ph.D., Catholic University of America
John Savage, *Professor Emeritus*; A.B., Iona College; Ed.D., Boston University
Charles F. Smith, Jr., *Professor Emeritus*; B.S., Bowling Green State University; M.S., Kent State University; C.A.S., Harvard University; Ed.D., Michigan State University
Mary Griffin, *Associate Professor Emerita*; B.A., Mundein College; M.A., Ph.D., University of Chicago
Irving Hurwitz, *Associate Professor Emeritus*; A.B., Ph.D., Clark University
Jean Mooney, *Associate Professor Emerita*; A.B., Smith College; A.M., Stanford University; Ph.D., Boston College
Philip Altbach, *J. Donald Monan, S.J., Research Professor*; A.B., A.M., Ph.D., University of Chicago
G. Michael Barnett, *Professor*; B.S., University of Kentucky; M.S., Ph.D., Indiana University
David Blustein, *Professor*; B.A., SUNY Stony Brook; M.S., CUNY Queens College; Ph.D., Teachers College, Columbia University
Henry Braun, *The Boisi Professorship of Education and Public Policy*; B.A., McGill University; M.S., Ph.D., Stanford University
María Estela Brisk, *Professor*; B.A., Universidad de Cordoba, Argentina; M.S., Georgetown University; Ph.D., University of New Mexico
Susan Bruce, *Professor and Chairperson*; A.A., B.A., M.A., Ph.D., Michigan State University
Marilyn Cochran-Smith, *John E. Cawthorne Professor*; B.A., College of Wooster; M.Ed., Cleveland State University; Ph.D., University of Pennsylvania
Rebekah Levine Coley, *Professor and Chairperson*; B.A., Brandeis University; Ph.D., University of Michigan
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Larry Ludlow, *Professor and Chairperson*; B.A., M.A., California State University; Ph.D., University of Chicago
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James R. Mahalik, *Professor*; B.S., M.A., Ph.D., University of Maryland
Michael Martin, *Research Professor*; B.A., University College Cork; M.Sc., Trinity College Dublin; Ph.D., University College Dublin
Ana M. Martínez Alcán, *Professor and Associate Dean*; B.A., M.A., State University of New York, Binghamton; Ph.D., University of Massachusetts, Amherst
Ina Mullis, *Professor*; B.A., Ph.D., University of Colorado
Laura M. O'Dwyer, *Professor*; B.S., M.S., National University of Ireland, Galway; Ph.D., Boston College
Diana C. Pullin, *Professor*; B.A., Grinnell College; M.A., J.D., Ph.D., University of Iowa
Michael Russell, *Professor*; B.A., Brown University; M.Ed., Ph.D., Boston College
Dennis Shirley, *Professor*; B.A., University of Virginia; M.A., New School for Social Research; Ed.D., Harvard University
Mary E. Walsh, *Daniel E. Kearns Professor*; B.A., Catholic University; M.A., Ph.D., Clark University
Stanton E.F. Wortham, *Professor and Charles F. Donovan, S.J., Dean*; B.A. Swarthmore College; M.A., Ph.D. University of Chicago
Lillie Albert, *Associate Professor*; B.A., Dillard University; M.A., Xavier University; Ph.D., University of Illinois at Urbana-Champaign
Karen Arnold, *Associate Professor*; B.A., B.Mus., Oberlin College; M.A., Ph.D., University of Illinois
Vincent Cho, *Associate Professor*; B.A., Boston College; M.Ed., University of Houston; Ph.D., University of Texas at Austin
Audrey Friedman, *Associate Professor*; B.S., University of Massachusetts, Amherst; M.S., University of Pennsylvania; M.A., University of Massachusetts, Boston; Ph.D., Boston College
Richard M. Jackson, *Associate Professor*; A.B., American International College; Ed.M., Harvard University; Ed.D., Columbia University
Laure Johnson, *Associate Professor and Chairperson*; B.S., M.S., University of Oregon; S.D.A., Teachers College, Columbia University; Ph.D., University of Washington
Deoksoon Kim, *Associate Professor*; B.A., University of Suwon; M.A., Ph.D., University of New Mexico
Elida V. Laski, *Associate Professor*; B.A., Ed.M., Boston University; M.S., Ph.D., Carnegie Mellon University
Zhushan Li, *Associate Professor*; B.A., Shanghai International Studies University; M.S., Southern Illinois University at Carbondale; M.S., Ph.D., University of Illinois at Urbana-Champaign
Katherine McNeill, *Associate Professor*; B.A., Brown University; M.S., Ph.D., University of Michigan

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Patrick McQuillan, *Associate Professor*; A.B., A.M., Wesleyan University; Ph.D., Brown University

Gilda Morelli, *Associate Professor*; B.A., University of Massachusetts Boston; M.A., Ph.D., University of Massachusetts Amherst

Maricela Paez, *Associate Professor*; B.S., Cornell University; M.A., Tufts University; M.Ed., Ed.D., Harvard University

Lisa Patel, *Associate Professor*; B.J., University of Nebraska-Lincoln; M.Ed., University of San Diego; Ph.D., University of Nevada, Las Vegas

Paul Poteat, *Associate Professor*; B.S., Florida State University; M.A., Ph.D., University of Illinois at Urbana-Champaign

C. Patrick Proctor, *Associate Professor*; B.A., Clark University; M.A., Stanford University; Ed.D., Harvard University

Heather Rowan-Kenyon, *Associate Professor*; B.S., University of Scranton; M.A., Bowling Green State University; Ph.D., University of Maryland-College Park

Martin Scanlan, *Associate Professor*; B.A., Catholic University of America; M.A., Trinity College; Ph.D., University of Wisconsin, Madison

David Scanlon, *Associate Professor*; B.A., M.O.E., University of New Hampshire; Ph.D., University of Arizona

James Slotta, *Associate Professor and Associate Dean of Research*; B.S., Case Institute of Technology, Cleveland, Ohio; M.S., University of Massachusetts, Amherst; Ph.D., University of Pittsburgh

Elizabeth Sparks, *Associate Professor and Associate Dean of Students*; B.A., Wellesley College; M.Ed., Teachers College, Columbia University; Ph.D., Boston College

Pratyusha Tummala-Narra, *Associate Professor*; B.A., University of Michigan-Ann Arbor; M.A., Ph.D., Michigan State University

Marina Vasilyeva, *Associate Professor*; B.A., University of Krasnoyarsk, Russia; Ph.D., University of Chicago

Ted I.K. Yoon, *Associate Professor*; B.A., Denison University; M.A., M.Phil., Ph.D., Yale University

Kristen Bottema-Beutel, *Assistant Professor*; B.S., University of Michigan; M.A., San Francisco University; Ph.D., University of California, Berkeley

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David Miele, *Assistant Professor*; B.A., M.A., Columbia University; M.S., Ph.D., Northwestern University

Lauren P. Saenz, *Assistant Professor*; A.B., Princeton University; Ph.D., University of Colorado

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Nathaniel Brown, *Research Associate Professor*; B.S., Harvey Mudd College; M.Sc., Cambridge University; Ph.D., University of California, Berkeley

Hans de Wit, *Professor of the Practice*; B.A., M.A., Ph.D., University of Amsterdam

Nettie Greenstein, *Associate Professor of the Practice*; B.A., Wesleyan University; Psy.D., Massachusetts School of Professional Psychology

Margaret (Penny) Haney, *Assistant Professor of the Practice*; B.A., Loyola Marymount University; M.A., Ph.D., Loyola University

Anne Homza, *Assistant Professor of the Practice*; B.A., Mount Holyoke College; Ed.M., Harvard University; Ed.D., Boston University

Michael James, *Assistant Professor of the Practice*; B.A., University of Notre Dame; M.A., Indiana University; Ph.D., Indiana University

Oh Myo Kim, *Assistant Professor of the Practice*; B.A., Rutgers College; M.Div., Princeton Theological Seminary; Ph.D., University of Minnesota, Twin Cities

Julie Pacquette MacEvoy, *Assistant Professor of the Practice*; B.A., Reed College; M.A., Ph.D., Duke University

Nelson Portillo, *Assistant Professor of the Practice*; B.S., University of Central America; M.A., Ph.D., Loyola University Chicago

Contacts

- Dean's Office, Campion 101, 617-552-4200
- www.bc.edu/lsoe

Counseling, Developmental, and Educational Psychology

Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed at www.bc.edu/courses.

APSY7101 Readings and Research in Counseling and Developmental Psychology (Fall/Spring/Summer: 3)

Prerequisite: Permission of a faculty member

By arrangement

Under the direction of a faculty member who serves as Project Director, a student develops and carries to completion a significant study.

The Department

APSY7305 Transgender Issues in Higher Education (Summer: 1) Cross listed with ELHE7305

This course will provide an in-depth look at the experiences of transgender students on college campuses, as well as the institutionalize challenges that shape those experiences. Participants will be introduced to the topic through research, popular media, and case studies of individual transgender college students. Participants will then be guided through the macro, systems issues facing transgender students using an Activist-Change Framework to develop institution-specific action plans. This course will be a combination of lecture, group work, and exploratory learning to provide all learners with a deeper understanding of the experiences of transgender students. This course is ideal for mental health clinicians, educators and students and practitioners interested in creating systems change for marginalized populations.

The Department

APSY7404 College Student Development (Spring: 3)

Not open to non-degree students; this policy will be strictly enforced.

An intensive introduction to student development, this course focuses on interdisciplinary theories of intellectual and psychosocial change among late adolescent and adult learners in post-secondary education. Research on student outcomes is also covered. Special attention is paid to the implications of ethnicity, age, gender, and other individual differences for the development of students. Course projects include individual and collaborative opportunities to relate theory to professional work with college students.

Karen Arnold

APSY7410 Special Topics: Queering in the Classroom (Summer: 3) Cross listed with EDUC7410

This course will review and critique current theory, research, and practice related to sexual orientation in psychology and education. There will be a focus on lesbian, gay, bisexual, and transgender issues during earlier developmental periods. Four broad areas include: (1) Terminology

and models related to sexual orientation identities, gender expression, and prejudice; (2) the intersection of sexual orientation with other social identities; (3) experiences of LGBT individuals across contexts and implications for therapy and educational interventions broadly considered; and (4) relevant policy issues. The course will provide a framework on which to base empirically-supported practices with LGBT clients and students.

The Department

APSY7418 Applied Child Development (Fall/Spring/Summer: 3)

This course will help teachers understand principles of learning and cognitive, linguistic, social, and affective development as they apply to classroom practices. Students will focus on the acquisition of strategies that enable them to assess and understand how they and the children they work with are constructors of meaning. This course is designed for individuals beginning their professional development in education who plan to work with children.

The Department

APSY7419 Applied Adolescent Development

(Fall/Spring/Summer: 3)

This course is designed to provide students with an overview of the theoretical and empirical knowledge base concerning adolescent development. In particular, four broad areas will be considered: (1) psychological, biological, and cognitive transitions; (2) central developmental tasks of adolescence; (3) primary contextual influences; and (4) prevalent types of problematic functioning that emerge during adolescence. The overarching goals of the course are to provide a solid and broad understanding of how and why adolescents develop in the manner they do, and to extend this developmental understanding into research, application, and practice.

The Department

APSY7440 Foundations of Counseling I (Fall/Summer: 3)

Summer course is intended for non-counseling majors only.

Provides an introduction to counseling principles and techniques with an emphasis on interviewing skills. The areas of communication skills involving the use of role playing, observation, and practice components are emphasized. Training consists of peer role-plays and laboratory experiences with individual and group supervision.

The Department

APSY7441 Issues in Counseling Men (Summer: 3)

Examines issues related to counseling men by examining the influence of socially constructed roles on men, their families, and broader society. Specifically examines how men's roles impact on their personal development through the life span as well as on men's health, roles as partners and fathers, and how men approach mental health services. Covers issues specific to counseling men from access to services to creating therapeutic environments for men. Uses case analysis of transcripts and videotapes.

James Mahalik

APSY7444 Theories of Counseling and Personality I (Fall: 3)

First part of a year-long sequence examining personality and counseling theories. To introduce students to major theories of personality in the field of psychology and how theories are applied in constructing counseling and psychotherapy models. Students will focus on humanistic, behavioral, and cognitive personality theories and how they become operationalized in person-centered, behavioral, and cognitive counseling models, respectively. In addition to examining the theoretical foundations, client and counselor dimensions, techniques, and

the active ingredients of change for these major models of personality and counseling, students examine how socio-cultural context contributes to client presenting concerns and may be addressed in counseling.

James Mahalik

APSY7445 Theories of Counseling and Personality II (Spring: 3)

Prerequisite: APSY7444

Second part of a year-long sequence examining personality and counseling theories. Continues introduction to major theories of personality in the field of psychology and how those theories are applied in constructing counseling and psychotherapy models. Focuses on psychoanalytic personality and counseling models as well as critical theory as manifested in the psychology of gender and counseling models that integrate gender into working with clients. Specifically, for each model, students will examine the theoretical foundations developed in its theory of personality, relevant client and counselor dimensions, counseling techniques, and the active ingredients of change that each model uses in bringing about change.

The Department

APSY7446 Child Psychopathology (Fall: 3)

Preference in enrollment will be given to students in the School Counseling program.

Introduces the theory and research that provide the context for understanding the socio-emotional problems of children. Places particular emphasis on the role of risk and protective factors as they contribute to children's resilience and vulnerability to childhood problems. Considers implications for clinical practice and work in school settings.

Julie MacEvoy

APSY7448 Career Development (Fall/Spring: 3)

Provides students with a comprehensive introduction to the theoretical and practice aspects of career development and the psychology of working. Students learn existing theories and related research pertaining to the vocational behavior of individuals across the life span. Through readings, case discussions, and lectures, students learn how to construct effective, ethical, and humane means of helping people to develop their work lives to their fullest potential.

David Blustein

APSY7460 Interpretation and Evaluation of Research

(Spring/Summer/Fall: 3)

Section 12 Mental Health Students Only

Improves students' understanding of quantitative research literature in education and psychology. Concentrates on developing conceptual understandings and communication, skills needed by the competent reader and user of research reports. Particularly emphasizes critical evaluation of published research. Section 12 of this course is designed for and restricted to students in the M.A. in Mental Health Counseling. Other sections do not meet licensing requirement for mental health students.

Larry Luddow

APSY7461 Human Rights Interdisciplinary Seminar (Spring: 3)

Cross listed with THEO7461, EDUC7461, LAWS7461 and UNAS7461

Students wishing to apply for the seminar should submit a brief statement explaining their interest (no longer than 250 words) to humanrights@bc.edu with the subject-line "Human Rights Interdisciplinary Seminar." Please include your Eagle ID and academic discipline in the application. The application deadline is Thursday, November 5, 2017. In the spring of 2018, the seminar's focus will be on the ethical, politico-legal, and psychosocial issues confronting those

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whose human rights are affected by torture, drones, sexual violence, forced movement, deportation and migration. The differential effects of rights violations due to power based on "gender," "race," ethnicity and economic resources will be critically examined. We will also explore refugee movement and migration and the contours of asylum and other forms of protection, especially in the context of humanitarian crisis, war, and grave forms of economic injustice.

*Daniel Kanstrom
Brinton Lykes*

APSY7462 Assessment and Test Construction (Fall: 3)

This course addresses the major issues in educational assessment, with emphasis on the characteristics, administration, scoring, and interpretation of both formal and informal assessments, including but not limited to tests of achievement. All forms of assessment are examined including observation, portfolios, performance tasks, and paper-and-pencil tests, including standardized tests. Basic techniques of test construction, item writing, and analysis are included. Statewide testing programs are also examined.

Joseph Pedulla

APSY7465 Psychological Testing (Fall/Spring: 3)

Introduces psychometric theory, selection, and use of standardized aptitude, ability, achievement, interest, and personality tests in the counseling process from a social justice perspective. Includes measurement concepts essential to test interpretation, and experience in evaluating strengths, weaknesses, and biases of various testing instruments. Students will gain laboratory experience in administration, scoring, and interpretation of psychological tests.

Janet Helms

Julie MacEvoy

APSY7468 Introductory Statistics (Fall: 3)

An introduction to descriptive statistics. Topics include methods of data summarization and presentation; measures of central tendency and variability, correlation and linear regression; the normal distribution; probability; and an introduction to hypothesis testing. Provides computer instruction on PC and Mac platforms and in the SPSS statistical package.

*Zhushan Mandy Li
Lawra O'Dwyer*

APSY7469 Intermediate Statistics (Fall/Spring: 3)

Prerequisite: ERME/APSY7468 or its equivalent, and computing skills
This course normally follows APSY7468 or its equivalent.

Topics and computer exercises address tests of means and proportions, partial and part correlations, chi-square goodness-of-fit and contingency table analysis, multiple regression, analysis of variance with planned and post hoc comparisons, elements of experimental design, and power analysis.

Joseph Pedulla

APSY7470 Advanced Practicum: Human Development (Fall/Spring: 3)

Students meet once a week to discuss their required field work (8–10 hours per week) and to relate their field work to psychological theories, research, and applications. Readings and discussion contribute to critical analyses of how social issues and social problems are situated differently due to gender, race, social class, and diversities of language, ability, sexuality, etc. Participants will explore strategies for translating this knowledge and experience into resources that enable them to identify future career options.

The Department

APSY7471 Psychological Responses to Humanitarian Crises (Fall: 3)

Cross listed with UNAS4471
Offered Biennially

This course develops a critical framework for understanding the psychological and social effects of selected natural and unnatural disasters and current responses to them. Course goals include: the development of a critical understanding of gendered oppression in contexts of war and humanitarian crises; an analysis of selected psychosocial interventions in the context of development and humanitarian aid; a critical analysis of international human rights as potential resources; and, the formulation of programmatic responses for mental health and human rights workers seeking to creatively respond to women and child survivors in collaboration with community-based indigenous workers and advocates.

Brinton Lykes

APSY7518 Issues in Life Span Development (Fall: 3)

This course addresses the major psychological and socio-cultural issues in development from childhood through adulthood. The theory, research, and practice in the field of life span development are examined and evaluated.

The Department

APSY7528 Multicultural Issues (Fall/Summer: 3)

Assists students to become more effective in their work with ethnic minority and LGBT clients. Increases students' awareness of their own and others' life experiences, and how these impact the way in which we approach interactions with individuals who are different from us. Examines the sociopolitical conditions that impact individuals from ethnic and non-ethnic minority groups in the U.S., and presents an overview of relevant research.

The Department

APSY7529 Psychology of Drug and Alcohol Abuse (Summer: 3)

Designed for the student who is interested in the study of both the theoretical and applied aspects of alcohol and substance abuse. The course will focus on the psychological, physiological, sociological, and economic aspects of addiction in society.

The Department

APSY7540 Issues in School Counseling (Fall: 3)

Restricted to students in the School Counseling program

This course traces the development of school counseling as a profession, and helps students understand the major functions of school counselors. Students gain an understanding of schools as dynamic organizations and learn to recognize and appreciate the intersection of family, school, culture, and community. Professional issues related to the practice of school counseling are examined, and recent innovations in the field are reviewed.

Mary Walsh

APSY7543 Psychopathology (Fall: 3)

Prerequisite: APSY7444 or equivalent

Examines selected DSM-IV disorders and considers diagnostic issues, theoretical perspectives, and research. Through case examples, students will learn to conduct a mental status examination and determine appropriate treatment plans for clients suffering from various diagnoses.

The Department

APSY7549 Psychology of Trauma: Cross-Cultural and Social Justice (Fall: 3)

The focus of this course is on the biopsychosocial aspects of traumatic stress. The course involves an exploration of psychological sequelae

of various types of interpersonal violence, such as physical abuse, sexual assault, and political trauma across diverse populations. Assessment and clinical and community-based interventions concerning traumatic stress will be discussed with attention to cultural and linguistic diversity. The course includes a special emphasis on the examination of social justice and human rights in the context of interpersonal and collective violence.

Usha Tammula-Narra

APSY7565 Large-Scale Assessment: Procedures and Practice (Spring: 3)

Recommended: ERME7462 and ERME7468

Examines measurement concepts and data collection procedures in the context of large-scale assessment. Considers technical, operational, and political issues in view of measurement concepts, including reliability, validity, measurement error, and sampling error. Covers framework development, instrument development, sampling, data collection, analysis, and reporting, in relation to both standardized educational achievement tests and questionnaires.

Ina Mullis

APSY7605 Ethical and Legal Issues in Counseling (Summer: 3)

Topics include professional codes and ethical principles; laws governing mental health professions; confidentiality, privacy and record keeping; client rights and malpractice; issues in supervision; dual role relationships; psychological assessment; and, issues specific to minorities, children and specialized treatment modalities and techniques. Emphasis is on the preparation of mental health counselors and other mental health professionals.

David Blustein

APSY7611 Fundamentals of Early Childhood Education (Fall: 3)

Focuses on learning (including behavioral, cognitive, and information processing approaches), motivation, and social development, while incorporating the role of play in the learning and development of the young child. Examines individual differences and the effects of special needs on learning and development, as well as program implications.

Mariela Paez

APSY7617 Learning and Cognition (Spring: 3)

Discusses theories of learning and cognitive development, explores roles of biology and environment, and examines different interpretations of environment. Discusses whether learning and cognitive development are similar or different processes. Also examines the nature of intelligence, role of instruction in learning, nature of instruction, and how transfer of learning to new contexts is achieved. Practical applications of theory and research are discussed.

Elida Laski

APSY7633 Impact of Psychosocial Issues on Learning (Spring: 3)
M.A. students only; not appropriate for Ph.D. students

Examines, from a holistic perspective, psychological and social issues that affect learning in children and adolescents. Discusses the role of risk and protective factors in the development of vulnerability and resilience. Highlights collaboration of educators with professionals involved in addressing psychological and social issues.

The Department

APSY7638 Issues in Short Term Counseling (Spring: 3)

This course is designed to introduce students to the techniques and issues related to the practice of short-term therapy. Special attention is given to current trends in health care delivery, including the managed care environment and how to adapt various models to this environment. Students will learn a number of coherent strategies to

treat a variety of presentations and populations in a short-term model. They will also gain an understanding of the complexities of providing quality mental health care in today's clinical settings.

The Department

APSY7640 Seminar in Group Counseling and Group Theory (Spring: 3)

Prerequisite: Sections .01 and .02 will focus across the life span with an emphasis on working with adults. Section .04 will focus on working with children and youth.

Limited to 25 students.

This course examines both the theory and practice of group counseling. Among the theoretical positions discussed are client centered, behavioral, existential, and rational emotive. Important aspects of group process are also discussed including group leadership, group membership, establishing a group, and maintaining a group. As such the course covers therapist issues, patient selection criteria, group structuring as well as basic therapeutic techniques. The course prepares students to design structured counseling groups, to prepare group counseling materials, and to lead counseling groups of various types.

The Department

APSY7642 Introduction to Play Therapy (Summer: 3)

Examination of various theoretical approaches to play therapy as a treatment modality for school age and preschool children. Discusses techniques, methods, and processes of play therapy, as well as strengths and limitations of this treatment approach.

Guenda Nicolas

APSY7648 Pre-practicum: Diversity and School Culture (Fall/Spring: 3)
Open only to School Counseling students

A two-semester experience in schools. In semester one, students spend one-half day per week in a school with a diverse population. In semester two, students spend one day per week (minimum of 75 hours) in another school working under the supervision of a school counselor. The pre-practicum experience is processed each week in small group laboratory sessions.

Sandra Morse

APSY7660 Practice and Supervision Seminar I (Fall: 3)

Prerequisite: Permission of Internship Coordinator, Dr. Sandra Morse

This course is designed to be a post-practicum, curricular supervised experience, and supervised internship experience and seminar. The internship consists of seminar participation and a 600-hour, year-long clinical experience at an approved internship site. The internship and corresponding seminar are designed to enable the student to refine and enhance basic counseling skills, and to integrate professional knowledge and skills appropriate to an initial placement.

The Department

APSY7661 Practice and Supervision Seminar II (Spring: 3)

Prerequisite: APSY7660 and permission of the Internship Coordinator

This course is designed to build on Internship I and corresponds to the completion of 600 clock hours the student spends in the internship. The seminar is process-oriented and thus students remain in the same year-long section. As such, it is designed to enable the student to further enhance basic and advanced counseling skills, and to integrate professional knowledge and skills through direct service with individual and group supervision.

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APSY7665 Developmental Disabilities: Evaluation, Assessment, Families and Systems (Fall: 3)

This course focuses on issues facing professionals who work with people with developmental disabilities, their families, and the system whereby services are offered. It is designed for graduate and post-graduate students interested in learning about interdisciplinary evaluation and teams, in understanding disabilities from the person's and family's perspective, and in acquiring knowledge about the services available in the community. This course will be held at Children's Hospital.

David Helm

APSY7666 Developmental Disabilities: Values, Policy, and Change (Spring: 3)

This course focuses on issues facing professionals who work with people with developmental disabilities, their families, and the system whereby services are offered. It is designed for graduate and post-graduate students interested in learning about interdisciplinary evaluation and teams, in understanding disabilities from the person's and family's perspective, and in acquiring knowledge about the services available in the community. This course will be held at Children's Hospital.

David Helm

APSY7740 Topics in the Psychology of Women (Spring: 3)

Explores current theory and research on the psychology of women and implications of this work for psychologists and educators. The first half of course examines and critiques major themes that have emerged in the field over the last three decades and considers ways in which the field of psychology of women has influenced conceptualizations of development, psychopathology, and intervention. The second half considers some of the psychological underpinnings of a set of social and political issues commonly faced by women. The course is designed for developmental and counseling psychology graduate students.

The Department

APSY7743 Counseling Families (Spring: 3)

School Counseling students should take section .01 and Mental Health students should take section .03.

The purpose of this course is to provide students with an introduction to family and couple counseling theory, and perspectives of family therapy along with issues of diversity. This course will focus on theory and practice, viewing the couple/family as a unitary psychosocial system. Major topics will include history, theory, and practice models, healthy family functioning, family dysfunction, and intervention techniques. This course will also address issues relative to diversity in families and couples along with perspectives of family therapy.

The Department

APSY7748 Foundations of Counseling II (Spring: 3)

Continuation of APSY7648; Open only to Counseling Psychology students.

Pre-internship, supervised clinical experience focuses on progressive issues and the treatment of special populations. Lab training consists of peer role-plays and experiences with individual and group supervision.

The Department

APSY7940 Practicum in School Counseling Pre-K-8 (Fall: 3)

Prerequisite: Permission of Practicum Director, Dr. Sandra Morse

Open only to Counseling degree students seeking initial licensure in school guidance counseling grades pre-K-8.

Practicum involves placement in a comprehensive school system in both fall and spring semesters. Students typically spend three days

per week at the school for the school year. The minimum hours of practicum are 600 in addition to the pre-practicum. Students enroll for 3-credit hours each semester.

The Department

APSY7941 Practicum in School Counseling Pre-K-8 (Spring: 3)

Prerequisite: Consent of Practicum Director, Dr. Sandra Morse

Open only to Counseling degree students seeking initial licensure in school guidance counseling grades pre-K-8

Continuation of APSY7940.

The Department

APSY7950 Practicum in School Counseling 5-12 (Fall: 3)

Prerequisite: Permission of Practicum Director, Dr. Sandra Morse

Open only to Counseling degree students seeking initial licensure in school guidance counseling grades 5-12.

Practicum involves placement in a comprehensive school system in both fall and spring semesters. Students typically spend three days a week at the school for the school year. The minimum hours of practicum are 600 in addition to the pre-practicum. Students enroll for 3-credit hours each semester.

The Department

APSY7951 Practicum in School Counseling 5-12 (Spring: 3)

Prerequisite: Consent of Practicum Director, Dr. Sandra Morse

Open only to Counseling degree students seeking initial licensure in school guidance counseling grades 5-12

Continuation of APSY7950.

The Department

APSY8100 Master's Comprehensives (Fall/Spring/Summer: 0)

All master's students who have completed their course work and are preparing for comprehensive exams must register for this course.

Elizabeth Sparks

APSY8101 Interim Study: Master's and C.A.E.S. Students (Fall/Spring: 0)

Master's and C.A.E.S. students who need to take one to two semesters off during the academic year but wish to remain active in the University system must enroll in this course. Students cannot enroll in this course for more than two consecutive semesters during the academic year (e.g., fall and spring). Students who need to be away from their studies for more than two consecutive semesters during the academic year should file for a formal leave of absence.

The Department

APSY8620 Educational and Social Issues and Social Policy (Spring: 3)

Offered Biennially

Examines a range of social issues relevant to children and families and the social policies directed at such issues. Discusses policy creation, implementation and evaluation, and considers the roles of advocacy, research and politics. Addresses how current social policies impact children and families and compares U.S. policies to those in other industrialized countries. Likely topics include poverty, economic redistribution, work/family balance, early childhood education, educational reform, and other issues. The seminar aims to help students think critically about the political and empirical issues involved in assessing social issues and developing and evaluating social policies.

Rebekah Levine Coley

APSY8667 General Linear Models (Fall: 3)*Prerequisite:* ERME/APSY7469**Ph.D. students only; all others by instructor permission.**

Addresses the construction, interpretation, and application of linear statistical models. Specifically, lectures and computer exercises will cover multiple regression models; matrix algebra operations; parameter estimation techniques; missing data; transformations; exploratory versus confirmatory models; sources of multicollinearity; residual analysis techniques; partial and semipartial correlations; variance partitioning; dummy, effect, and orthogonal coding; analysis of covariance; and logistic regression.

*Larry Ludlow***APSY8668 Multivariate Statistical Analysis (Spring: 3)***Prerequisite:* ERME/APSY8667**Offered Biennially**

Provides lectures, examples, and student analyses that address multiple group discriminant analysis, classification procedures, principal components and common factor analysis, and multivariate analysis of variance.

*The Department***APSY8670 Psychometric Theory II (Fall: 3)***Prerequisite:* ERME/APSY8669 Psychometric Theory I**Offered Biennially**

This course continues the examination and application of the principles of item response theory and educational measurement introduced in previous courses. The first section of the course will address the use of a variety of item response theory models for dichotomous and polytomous items. The second section of the course will focus on application of the principles of item response theory to a variety of practical situations and problems commonly encountered in educational testing. In the final section of the course, overarching theoretical and practical issues are addressed and future directions in item response theory are discussed.

*Zhushan Mandy Li***APSY8714 Advanced Research in Applied Developmental and Educational Psychology (Fall: 3)**

Restricted to doctoral students in Applied Developmental and Educational Psychology and MA students in the research focus. Permission of instructor required.

Students design and carry out an original empirical project on a defined area within developmental or educational psychology. Requires design, data collection and analysis, interpretation, and formal APA-style write-up. Students also required to complete two colloquium presentations of their work.

*The Department***APSY8741 Advanced Seminar in Psychopathology (Spring: 3)**

A developmental approach to understanding psychological disorders across the life span. The course will examine the emergence of a range of disorders in children, adolescents, and adults (e.g., depression, violent and abusive behavior). Particular attention will be paid to factors that increase risk and resilience. The implications for prevention and intervention strategies will be discussed.

*Mary Walsh***APSY8813 Sociocultural Contexts of Development (Spring: 3)****Offered Biennially**

Doctoral seminar which seeks to explore both theoretical and empirical scholarship on the primary sociocultural contexts within which human development is embedded, including families, schools, communities, and cultural environments; to consider the bidirectional

relationships between such contexts and individuals' development; and to improve competencies in critically evaluating the methodological and theoretical strengths and weaknesses of research in the field.

*The Department***APSY8851 Qualitative Research Methods (Fall/Spring: 3)**

Introduces the foundations and techniques of carrying out qualitative research. Topics include philosophical underpinnings, planning for a qualitative research project, negotiating entry, ethics of conducting research, data collection and analysis, and writing/presenting qualitative research. Requires a research project involving participant observation and/or interviewing.

*The Department***APSY8917 Cognitive-Affective Bases of Behavior (Fall: 3)****Ph.D. students only. All others must get instructor approval.**

This course discusses theories of human development and examines empirical research on cognitive and affective processes underlying behavior. In addressing the cognitive bases of behavior, it explores key mental processes (e.g., attention, memory, problem solving) and constructs (e.g., schemas, heuristics) that have been instrumental in understanding everyday functioning. The socio-affective bases of behavior addressed in the course include emotions, temperament, and self-concept. The students in this course explore fundamental theoretical questions, such as the role of biology and environment in development, and consider practical applications of current theoretical and empirical knowledge concerning the bases of human behavior.

*Marina Vasilyeva***APSY8919 Advanced Topics in Cognition and Learning (Spring: 3)****Offered Biennially**

For Ph.D. students in Applied Developmental Psychology, open to ADEP M.A. students and other doctoral students with instructor's permission.

This course will explore the basic processes underlying human cognition and the role of these processes in acquiring knowledge in key domains. Our main goal is to provide our students with a foundational framework in cognitive psychology that can be applied to better understand human behavior and learning. The first part of the course will focus on perception, attention, memory, categorization, and reasoning. The second part of the course will focus on learning in key domains of cognition, such as mathematics, science and language.

*Elida Laski***APSY9840 Seminar: Professional Issues in Counseling Psychology (Fall: 3)***Prerequisite:* Permission of Director of Training**Offered Biennially**

Open to doctoral students in Counseling Psychology only, and master's students in Counseling Psychology with permission

This is an advanced seminar focusing primarily on ethical and legal issues in counseling psychology. Topics will also include certification and licensing, accreditation, professional identity, the history of counseling psychology, and future developments in professional psychology.

The Department

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APSY9841 Quantitative Research Design in Counseling and Developmental Psychology (Fall/Spring: 2)

Doctoral students in Counseling and Developmental Psychology. Others by instructor's permission. This is a year-long course, 1 credit in the Fall, 2 credits in the Spring.

In this year-long seminar, students examine quantitative research designs and application employed in the Counseling and Developmental Psychology literatures, including randomized, nonrandomized, cross-sectional, and longitudinal designs. Students present and critique published research exemplifying specific designs, propose empirical studies that could advance counseling and developmental psychology, and present findings from their own empirical work.

Eric Dearing

Paul Potest

APSY9843 Seminar in Career Development (Spring: 3)

Prerequisite: APSY7448 or equivalent

Offered Biennially

Advanced doctoral-level seminar on career development theory and research and on the psychology of working. First part of course consists of critical review of major approaches to understanding career behavior and development, empirical support for prevailing theoretical constructs, and empirical efforts related to career interventions. Special attention to issues specific to persons of color, women, gays, lesbians, individuals with disabling conditions, working-class adults, and non-college-bound youth. Examines space between work and interpersonal relationships.

David Blustein

APSY9844 Counseling Psychology in Context: Social Action, Consultation, and Collaboration (Fall/Spring: 2)

For doctoral students in Counseling Psychology, and others by permission only. This is a year-long course, 1 credit in the Fall, 2 credits in the Spring.

Accompanying the First Year Experience (FYE) practicum, exposes students to research and practice at the meso- (community, organizations) and macro (government, policy, social norms) levels, in addition to the more traditional micro (individual) level. Students discuss their personal experiences within their FYE placement and read and discuss a series of articles and chapters central to the developing fields of critical psychology, liberation psychology, or counseling with a social justice orientation.

Lisa Goodman

APSY9846 Advanced Pre-Internship Counseling Practicum (Fall/Spring: 2)

Prerequisite: Advanced Pre-Internship Counseling Practicum. Master's-level counseling practicum.

This is a year-long course, 1 credit in the Fall, 2 credits in the Spring.

Pre-internship placement in a mental health setting accompanied by a biweekly seminar on campus. Placement requires 20–24 hours per week over two semesters. Focus will be on the integration of theoretical and research perspectives on clinical interventions utilizing the experience of site-based practice. Satisfactory completion of this course is a prerequisite for the doctoral internship.

Belle Liang

Elizabeth Sparks

APSY9849 Doctoral Internship in Counseling Psychology (Fall/Spring: 1)

Prerequisite: Permission of Director of Training; minimum of 400 clock hours of counseling practicum (e.g., APSY7660, 7661, 9846) Doctoral candidates in Counseling Psychology only. By arrangement only.

Internships cover a calendar year, and students must complete the equivalent of one full year (40 hours/week) or two semesters (two credit hours per semester). Applications should be submitted in November of the preceding year. Placement must be in an approved counseling setting for psychodiagnostic and interviewing experience with clients, group counseling, and other staff activities.

David Blustein

APSY9864 Advanced Qualitative Research (Fall: 3)

Building upon the foundation concepts of qualitative research and initial exploration of an introductory course in qualitative methodologies, this course explores the theoretical, methodological, and analytic implications of conducting qualitative research from differing theoretical perspectives. Key readings include texts on social theory, qualitative methodologies, and exemplar qualitative research from various social scientific fields. Students will distinguish between methodology and methods, analyze data, and produce either a report for a specified audience or a research manuscript for possible submission to an educational research journal.

The Department

APSY9901 Doctoral Comprehensives (Fall/Spring: 1)

All doctoral students who have completed their course work, are not registering for any other course, and are preparing for comprehensive exams must register for this course to remain active and in good standing.

Elizabeth Sparks

APSY9911 Doctoral Continuation (Fall/Spring/Summer: 0)

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. Students are expected to work on their dissertation at least 20 hours per week.

The Department

APSY9920 Seminar on Current Issues in Counseling, Applied Developmental and Educational Psychology (Fall/Spring: 3) **Open only to doctoral students in Applied Developmental and Educational Psychology.**

Introduces students to a variety of current research topics, professional development issues, teaching preparation, and application in the fields of Applied Developmental and Educational Psychology. Includes colloquia by invited speakers and by students.

The Department

APSY9941 Dissertation Seminar in Counseling/Developmental Psychology (Fall/Spring: 2)

Prerequisite: Advanced Statistics and Research Design. Permission of instructor required.

This is a year-long course, 1 credit in the Fall, 2 credits in the Spring.

This course is designed to assist students in the preparation of a formal doctoral dissertation intent. All aspects of dissertation development will be discussed. Students must present a series of draft proposals for faculty and student reaction. An acceptable dissertation intent is required for completion of the course.

The Department

APSY9988 Dissertation Direction (Fall/Spring: 3)

All advanced doctoral students are required to register for six credit hours of dissertation related course work, at least three of which are ELHE/APSY9988. The other three are typically the Dissertation Seminar for the student's area of concentration. Students are expected to work on their dissertation at least 20 hours per week.

The Department

Teacher Education and Curriculum and Instruction**Course Offerings**

Note: Future course offerings and courses offered on a periodic basis are listed at www.bc.edu/courses.

EDUC7101 Readings and Research in Curriculum and Instruction (Fall/Spring/Summer: 3)

Prerequisite: Faculty member approval

By arrangement

Under the direction of a faculty member who serves as Project Director, a student develops and completes a significant study.

Alec Peck

EDUC7401 Supervision in Action (Spring: 3)

This course is designed as an introduction to research-based clinical supervision models in teacher education. Hands-on application-in action includes observational strategies, collaborative assessment logs, and summative reports as resources for ongoing data collection. Course participants acquire and then apply the Massachusetts Department of Education Pre-service Performance Assessment rubric for coaching and evaluating student teachers, integrating the BC Teacher Education themes that emphasize teaching for equity and social justice. This course is restricted to cooperating teachers in BC Partnership Schools who are supervising a BC student teacher in a full-time practica and to new BC Clinical Faculty.

Amy Ryan

EDUC7420 Graduate Full Practicum/Initial License (Fall/Spring: 6)

Corequisite: EDUC7432

A semester-long practicum, five full days per week, for graduate students in the following licensure programs: Early Childhood, Elementary, and Secondary. Placements are made in selected schools in the Greater Boston area, and designated international settings. Apply to the Office of Practicum Experiences and Teacher Induction during the semester preceding the placement: by March 15 for fall placements and by October 15 for spring placements.

Fran Lofius

Melina Malley

EDUC7421 Theories of Instruction (Spring: 3)

This provides an in-depth review of modern instructional models classified into selected families with regard to perception of knowledge, the learner, curriculum, instruction, and evaluation. Each student will be asked to survey models in his/her own field(s) and to select, describe, and defend a personal theory in light of today's educational settings based upon personal experiences, reflection on current research, and contemporary issues central to the education of all learners.

Lillie Albert

EDUC7429 Graduate Pre-Practicum (Fall/Spring: 1)

Corequisite: EDUC7431

Graded as Pass/Fail.

This is a pre-practicum experience for students in graduate programs leading to certification. Placements are made in selected

schools in the greater Boston area. Apply to the Office of Practicum Experiences and Teacher Induction during the semester preceding the placement by April 15 for fall placements and December 1 for spring placements. Students who are accepted into a program after the deadlines are requested to submit the application upon notification.

Fran Lofius

Melina Malley

EDUC7431 Graduate Inquiry Seminar: One (Fall: 1)

Corequisite: EDUC7429

The course will coincide with the pre-practicum experience. It is designed to introduce teacher candidates to inquiry as stance and the skills necessary to conduct classroom-based research that leads to pupil achievement and teaching for social justice. The course is designed to help teacher candidates mediate the relationships of theory and practice, pose questions for inquiry, learn through reflection and discussion, learn from their students and colleagues, construct critical perspectives about teaching, learning, and schooling, and to improve teaching and learning. The second part of this sequence is EDUC7432 which is taken in conjunction with full-time student teaching (EDUC7420).

The Department

EDUC7432 Graduate Inquiry Seminar: Two (Fall/Spring: 2)

Corequisite: EDUC7420

Donovan Urban Scholars must enroll in EDUC432.08.

The primary goal of this capstone seminar is to initiate teacher candidates into the practice of teacher research or collaborative inquiry for action. Collaborative Inquiry for Action is an ongoing, collaborative process of systematic and self-critical inquiry by educators about their own schools and classrooms in order to increase teachers' knowledge, improve students' learning, and contribute to social justice. This final project will be presented at a roundtable presentation at the end of the semester and also satisfies the M.Ed., M.A.T., M.S.T. Comprehensive Examination in Education.

The Department

EDUC7435 Social Contexts of Education (Fall/Spring/Summer: 3)

Examines the role of situational, school, community, peer, and family factors on the education of children. Participants in the course will strive to understand the effects of their own social context on their education, to develop strategies to help students understand their context, and to understand and contribute to what schools can do to improve teaching and learning and school culture for all students regardless of internal and external variables.

The Department

EDUC7436 Curriculum Theories and Practice (Fall/Spring: 3)

Asks teachers to analyze the philosophical underpinnings of educational practices. Also asks teachers to examine their own philosophies of education and to construct meaning and practice from the interplay between their beliefs and alternative theories. Designed for individuals advanced in their professional development.

The Department

EDUC7438 Instruction of Students with Special Needs and Diverse Learners (Fall/Spring/Summer: 3)

This course focuses on the education of students with disabilities and other learners from culturally and linguistically diverse backgrounds. The goal of the course is to promote access to the general curriculum for all students through participation in standards-based reform. Universal Design for Learning (UDL) provides the theoretical

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framework for this course. Through an examination of historical milestones, landmark legislation, systems for classification, approaches to intervention, and the daily life experiences of diverse learners, students acquire knowledge about diversity and the resources, services, and supports available for creating a more just society through education.

Richard Jackson

EDUC7447 Literacy and Assessment in the Secondary School
(Fall/Summer: 3)

This course is an advanced study of literacy processes and strategies for use with students, including multiple subjects and content areas, and those literacies used outside of school contexts. Participants will investigate and regard literacy as social practice, situated in particular contexts and accessible to particular participations.

The Department

EDUC7461 Human Rights Interdisciplinary Seminar (Spring: 3)
Cross listed with APSY7461, THEO7461, LAWS7461 and UNAS7461

Students wishing to apply for the seminar should submit a brief statement explaining their interest (no longer than 250 words) to humanrights@bc.edu with the subject-line "Human Rights Interdisciplinary Seminar." Please include your Eagle ID and academic discipline in the application. The application deadline is Thursday, November 5, 2017. In the spring of 2018, the seminar's focus will be on the ethical, politico-legal, and psychosocial issues confronting those whose human rights are affected by torture, drones, sexual violence, forced movement, deportation and migration. The differential effects of rights violations due to power based on "gender," "race," ethnicity and economic resources will be critically examined. We will also explore refugee movement and migration and the contours of asylum and other forms of protection, especially in the context of humanitarian crisis, war, and grave forms of economic injustice.

Daniel Kanstrom

Brinton Lykes

EDUC7473 Teaching Writing (Summer: 3)

In this course, developing and sustaining a writing curriculum for teachers in K-12 will be practiced and discussed, including a variety of pedagogical approaches to developing a sustained and enjoyable classroom writing culture. The primary emphasis will be on learning through doing—students will write in a variety of genres themselves (poetry, short fiction, memoir, reader response essay) with group discussion on process and implementation in their individual classrooms and based on their own students' needs. Grade is based on a portfolio of finished writing and a strategic plan for implementing writing protocols and ideas in the classroom.

Susan Roberts

EDUC7492 Deaf/Blind Seminar (Summer: 3)

Presents histories of deaf, blind, and deaf/blind services. Discusses various etiologies of deaf-blindness along with their implications for intervention with persons with deaf-blindness. Provides overview of legislation and litigation relating to special services for individuals with deaf-blindness. Students complete a project relating to services for persons with multiple disabilities. Several guest speakers representing various agencies and organizations serving individuals with deaf-blindness present this course.

The Department

EDUC7520 Mathematics and Technology: Teaching, Learning, and Curriculum in the Elementary School (Fall/Spring: 3)

This course presents methods and materials useful in teaching mathematics to early childhood and elementary school children and the different ways in which technology can be used in the elementary school classroom. The course will consider the teaching of mathematics and the use of technology from both theoretical and practical perspectives.

Rebecca Mitchell

EDUC7529 Social Studies and the Arts: Teaching, Learning and Curriculum in the Elementary School (Fall/Summer: 3)

This course is designed to help students examine historical interpretation with critical analysis through history and the arts. It explores different areas of content and instructional methods directly related to Massachusetts Curriculum Frameworks in social studies, literature, and the arts.

The Department

EDUC7542 Teaching Reading (Fall/Summer: 3)

Offers teacher candidates skills for teaching reading to school age children. Students will gain understanding of reading through a historical, political, theoretical and practical lens. They will understand the delivery of instruction by learning a balanced approach to teaching reading. They will gain familiarity of how children learn to read by partaking in observations, assessments and instruction with a school age child. Students will learn a variety of ways to meet the needs of linguistically and culturally diverse learners. They will recognize reading difficulties and learn ways to differentiate instruction for such readers.

The Department

EDUC7543 Teaching Language Arts (Fall/Spring: 3)

Examines the development of written and spoken language and methods of instruction for oral and written language from the preschool years through early adolescence. Students learn strategies for identifying children's areas of strength and weakness and to plan instruction. Addresses the needs of children from non-English speaking homes. Expects students to spend at least 16 hours distributed across at least eight sessions in a classroom or other setting where they can work with one or more children.

Maria Estela Brisk

EDUC7546 Teaching About the Natural World (Fall/Spring: 3)

Provides an introduction to the various philosophies, practices, materials, and content that are currently being used to teach science to elementary and middle school children. Exposes prospective teachers to the skills and processes endorsed by the National Science Education Standards, the National Health Standards, and the Massachusetts Comprehensive Assessment System.

G. Michael Barnett

EDUC7579 Educational Assessment of Learning Problems (Fall: 3)
Open to students in the Teacher of Students with Moderate Special Needs Program, Counseling Psychology, and Reading Specialist Programs. Not open to Special Students.

This course focuses on formal and informal approaches to the nondiscriminatory assessment of students with a wide range of cognitive and academic difficulties. The focus is on identifying students with mild/moderate disabilities. It is designed to prepare specialists for the process of documenting special needs, identifying current levels of performance, addressing critical issues, and designing approaches to monitoring progress.

The Department

EDUC7610 Clinical Experience (Fall/Spring: 6)

Prerequisite: Approval by the Practicum Office, good academic standing, and successful completion of all undergraduate practicum regular education teacher certification requirements

Corequisite: EDUC7432

Candidates who intend to complete the specialist practicum in their own classroom or in a paid internship must meet with the Director as soon as possible to ensure that the responsibilities of the position are aligned with the license the candidate is seeking.

A semester-long, full-time clinical experience for advanced level students working in schools in a professional role. Covers the following graduate licensure programs: Reading, Moderate Special Needs, and Intense Special Needs. Placements are selectively chosen from schools in the Greater Boston area and designated international settings. Apply to the Office of Practicum Experiences and Teacher Induction during the semester preceding the placement by March 15 for fall placements and by October 15 for spring placements.

Fran Loftus

Melita Malley

EDUC7621 Bilingualism, Second Language, and Literacy Development (Fall/Spring/Summer: 3)

Explores first and second language and literacy development of children raised bilingually as well as students acquiring a second language during pre-school, elementary, or secondary school years. Also addresses theories of first and second language acquisition, literacy development in the second language, and factors affecting second language and literacy learning. Participants will assess the development of one aspect of language or language skill of a bilingual individual and draw implications for instruction, parent involvement, and policy.

The Department

EDUC7665 Developmental Disabilities: Evaluation Assessment, Families, and Systems (Fall: 3)

This course focuses on issues facing professionals who work with people with developmental disabilities, their families, and the system whereby services are offered. It is designed for graduate and post-graduate students interested in learning about interdisciplinary evaluation and teams, in understanding disabilities from the person's and family's perspective, and in acquiring knowledge about the services available in the community. This course will be held at Children's Hospital.

David Helm

EDUC7666 Developmental Disabilities: Evaluation, Assessment, Family, and Systems (Fall/Spring: 3)

This course focuses on issues facing professionals who work with people with developmental disabilities, their families, and the system whereby services are offered. It is designed for graduate and post-graduate students interested in learning about interdisciplinary evaluation and teams, in understanding disabilities from the person's and family's perspective, and in acquiring knowledge about the services available in the community. This course will be held at Children's Hospital.

David Helm

EDUC7901 Urban Catholic Teacher Corps (Fall/Spring: 0)

Open only to teachers participating in the Urban Catholic Teacher Corps program

See Urban Catholic Teacher Corps' website (<http://www.bc.edu/content/bc/schools/lsoe/ccc/uctc.html>) for details or contact the program office at 617-552-0602.

Charles Cownie

EDUC8100 Master's/C.A.E.S. Comprehensive Exam (Fall: 3)

The Department

EDUC8101 Interim Study: Master's/C.A.E.S. Students (Fall: 3)

The Department

EDUC8528 Understanding Learning Disabilities and Education (Summer: 3)

Prerequisite: EDUC1044 or EDUC7438 or waiver for equivalent experience

General and special educators are responsible for serving students with learning disabilities, only some of whom have an identified disability. Course topics include: theories and knowledge of what learning disabilities are, characteristics of students with LD across the life span, and major approaches to service delivery and instruction. This course is appropriate for educators working at the elementary level and higher.

David Scanlon

EDUC9709 Research on Teaching (Fall: 3)

Introduce Ph.D. students to conceptual and empirical scholarship about teaching and teacher education as well as to contrasting paradigms and methodological approaches upon which this literature is based. Helps students become aware of major substantive areas in the field of research on teaching/teacher education, develop critical perspectives and questions on contrasting paradigms, and raise questions about implications of this research for curriculum and instruction, policy and practice, and teacher education/professional development. Considers issues related to epistemology, methodology, and ethics.

Marilyn Cochran-Smith

EDUC9711 Historical and Political Contexts of Curriculum (Spring: 3)

Permission of instructor required for all students, except for Ph.D. students in Curriculum and Instruction.

Introduces Ph.D. students in Curriculum and Instruction to the major curriculum movements in American educational history by examining the history and implementation of curriculum development on the macro and micro levels of schooling. Focuses on key campaigns and controversies in curriculum theory and practice, using primary source materials to place them within the academic, political, economic, and social contexts that have marked their conceptualization, and change inside and outside of schools.

Dennis Shirley

EDUC9729 Controversies in Curriculum and Instruction (Spring: 3)

Offered Biennially

Explores contemporary curriculum controversies in American education as well as the ways these are shaped by differing conceptions of teaching, learning, and the purposes of schooling and by the larger social, historical, political, and cultural contexts in which schooling occurs. The course assumes a broad and encompassing definition of curriculum and the aspects of instruction, assessment, and teacher preparation that have major implications for curriculum. Although the

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focus of the course is on curricular controversies in K-12 education, controversies related to the curriculum of early childhood education, adult learning, and higher education are also relevant.

The Department

EDUC9737 Contemporary Issues in Curriculum and Instruction
(Fall/Spring: 3)

Cross listed with SOCY7737

Discourse analysis (DA) is a broad field of research which incorporates theory and method from linguistics, anthropology, and sociology. The common thread across these areas of scholarship is a commitment to studying language in action—to understanding what we do with language. Close analysis of language in context can illuminate the process through which social constructs such as identity, power, and social selves are built. This course will cover theoretical foundations of DA, in tandem with the methodological implications of each theory. Topics will include Speech Act theory, sequence organization and Conversation Analysis, Narrative Analysis, Classroom Discourse and Critical Discourse Analysis. The course will place an especial focus on the contributions of discourse analytic approaches to understanding educational contexts. Students will be asked to collect, transcribe, analyze, and present their own data over the course of the semester.

Kristen Bottema-Beutel

EDUC9755 Theories of Leadership (Spring: 3)

Explores various epistemologies of practice and theoretical models of leadership through cases taken from a wide variety of educational settings, paying particular attention to the interplay between a personal ethic and issues of race, gender, and social class. Highlights models and processes of institutional restructuring and interprofessional collaboration. Recommended for doctoral students.

Andrew Hargreaves

EDUC9819 Educational Change (Fall: 3)

Offered Biennially

This course focuses on the study of change theories and approaches, their application in educational reform, and their impact on teaching and learning. Students examine the history of educational change and consider the forces for and against change in schools and other educational organizations. Each student is expected to conduct a research study of an educational change initiative.

The Department

EDUC9851 Qualitative Research Methods (Fall/Spring: 3)

Introduces the foundations and techniques of carrying out qualitative research. Topics include philosophical underpinnings, planning for a qualitative research project, negotiating entry, ethics of conducting research, data collection and analysis, and writing/presenting qualitative research. Requires a research project involving participant observation and/or interviewing.

Robert Starratt

EDUC9864 Advanced Qualitative Research (Fall: 3)

Offered Biennially

Building upon the foundation concepts of qualitative research and initial exploration of an introductory course in qualitative methodologies, this course explores the theoretical, methodological, and analytic implications of conducting qualitative research from differing theoretical perspectives. Key readings include texts on social theory, qualitative methodologies, and exemplar qualitative research from various social scientific

fields. Students will distinguish between methodology and methods, analyze data, and produce either a report for a specified audience or a research manuscript for possible submission to an educational research journal.

The Department

EDUC9902 C&I Doctoral Comprehensive Exam: Publishable Paper (Fall/Spring/Summer: 1)

The C&I doctoral program comprehensive exam will now take the form of a publishable paper.

Elizabeth Sparks

EDUC9911 Doctoral Continuation (Fall: 3)

All advanced doctoral students are required to register for six credit hours of dissertation related course work, at least three of which are 988. The other three are usually the Dissertation Seminar for the student's area of concentration. Students are expected to work on their dissertation at least 20 hours per week.

The Department

EDUC9951 Dissertation Seminar in Curriculum and Instruction (Spring: 3)

This is a student-centered seminar that is aimed at assisting doctoral students in identifying, shaping, and defining a research topic. Students will be expected to develop an Intent to Propose a Thesis, and to work toward the development of a full-scale draft of a Thesis proposal. Prior to the completion of the seminar, students will be expected to have established a Dissertation Committee.

Curt Dudley-Marling

EDUC9988 Dissertation Direction (Fall: 3)

The Department

Educational Leadership and Higher Education Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed at www.bc.edu/courses.

ELHE7101 Higher Education in American Society (Fall: 3)

An introduction to higher education in America, this course focuses on the complex relationships between colleges and universities, and the political and social systems of society. This analysis includes a historical perspective on the evolution of American higher education, and especially the development of the contemporary university since the beginning of the twentieth century. Attention is also paid to the impact of federal and state governments on higher education; the role of research in the university; issues of accountability, autonomy, and academic freedom; the academic profession, student politics and culture; affirmative action issues; and others.

Ana M. Martínez Alemán

Katya Salkever

ELHE7102 Readings and Research in Educational Administration and Higher Education Administration (Fall/Spring/Summer: 3)

Prerequisite: Faculty member approval

Under the direction of a faculty member who serves as Project Director, a student develops and completes a significant study.

The Department

ELHE7103 Education Law and Public Policy (Fall/Spring: 3)

Cross listed with LAWS7703

Registration by LSOE students is by department permission only. LSOE students please contact the department by e-mail elhe@bc.edu. Law students register through the normal Law School registration process.

This course addresses the political and legal aspects of the role of education in our democratic society. Provides an introductory survey of public policy issues and laws governing preschool, elementary, secondary, and higher education. Included are such topics as religious freedom, free speech, and due process; the liability of educational institutions and educators; the legal distinctions between private and public institutions; student and parent privacy rights; disability rights; and the promotion of educational equity among all groups regardless of gender, sexual orientation, language, race, religion, ethnicity, or socioeconomic background.

*The Department***ELHE7201 Philosophy of Education (Spring: 3)**

The course will explore underlying principles of K-16 education and the nature of knowledge, and how classical, modern and post-modern theories have impacted such things as curricula, pedagogy, and research. We will consider the roots, tensions and controversies surrounding the democratic character of American education, especially as it relates to meritocratic and egalitarian principles, equality and equity, and the objectives of liberal education.

*Ana M. Martínez Alemán***ELHE7202 Global and Comparative Systems in Higher Education (Spring: 3)**

Colleges and universities are part of an international system of post-secondary education. This course offers a perspective on the organization and structure of higher education worldwide, as well as an analysis of central issues affecting academe internationally. Examples from other countries are related to the American context. Among the topics considered are global trends in the expansion and organization of higher education, international study and its impact, the political role of universities, student activism, the role and status of the academic profession, styles of academic leadership in other countries, and others.

*Laura Rumbley***ELHE7301 Organization and Administration of Higher Education (Spring: 3)**

Focuses on how the American university is organized and governed. Examines basic elements as well as structure and process of the American university. Considers such topics as models of governance, locus of control, leadership, and strategic environments for the American university.

*Ted I.K. Youn***ELHE7303 Financial Management in Higher Education (Spring: 3)**

This course strives to provide a comprehensive introduction to modern day financial management theories and techniques in higher education. A specific focus will be placed on real life context and practical application across a broad range of specialized topics including: endowment management, fundraising, budgeting, long range planning, debt management, financial statement analysis, cash management, resource allocation and risk management. These topics will be examined through the lens of the recent economic downturn,

which has structurally changed the financial and economic landscape of higher education. The tradeoff between risk and return will serve as a common framework for class discussions.

*John Zona***ELHE7305 Transgender Issues in Higher Education (Summer: 1)**

Cross listed with APSY7305

This course will provide an in-depth look at the experiences of transgender students on college campuses, as well as the institutionalize challenges that shape those experiences. Participants will be introduced to the topic through research, popular media, and case studies of individual transgender college students. Participants will then be guided through the macro, systems issues facing transgender students using an Activist-Change Framework to develop institution-specific action plans. This course will be a combination of lecture, group work, and exploratory learning to provide all learners with a deeper understanding of the experiences of transgender students. This course is ideal for mental health clinicians, educators and students and practitioners interested in creating systems change for marginalized populations.

*The Department***ELHE7401 Student Affairs Administration (Fall: 3)**

Student affairs professionals in post-secondary institutions contribute to student learning and personal development through a variety of programs and services. This course focuses on the design of campus environments that promote student development and contribute to the academic mission of higher education. Special attention will be given to the history, philosophy, and ethical standards of the student affairs profession, and to the relation of theory to contemporary student affairs practice. In addition, the course will examine how changing forces in the demographic, social, legal, and technological environment of higher education affect fundamental issues in professional practice.

*Heather Rowan-Kenyon***ELHE7402 College Student Exper: Access, Choice, and Persistence (Spring: 3)**

This course explores the ways in which the higher education community has addressed three basic questions: Who goes to college? What sorts of experiences do students have in college? And, as a consequence of their experiences, who do they become by graduation? The course will familiarize students with the nature and characteristics of the college student population in American higher education, the variety of research methods used to study college students, and some of the many effects and outcomes of college student experiences.

*Heather Rowen-Kenyon***ELHE7403 Counseling Techniques in Higher Education (Fall/Summer: 3)**

Not appropriate for Mental Health or School Counseling students.

Provides an introduction to theoretically-based counseling skills for professionals in higher education and other education and community settings. The areas of communications skills involving the use of role-playing, observation, and practice components are emphasized. Postsecondary case studies cover a range of counseling issues and are applicable to a wide range of settings involving late adolescents and adults.

*The Department***ELHE7404 College Student Development (Spring: 3)**

Not open to non-degree students; this policy will be strictly enforced.

An intensive introduction to student development, this course focuses on interdisciplinary theories of intellectual and psychosocial

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change among late adolescent and adult learners in post-secondary education. Research on student outcomes is also covered. Special attention is paid to the implications of ethnicity, age, gender, and other individual differences for the development of students. Course projects include individual and collaborative opportunities to relate theory to professional work with college students.

Karen Arnold

ELHE7501 Catholic Higher Education Administration and Leadership (Summer: 3)

Cross listed with TMRE7155

Please see website for more information on the Institute for Administrators in Catholic Higher Education: <http://www.bc.edu/schools/lsoe/cc/highered/iache.html>.

This course explores contemporary issues, organizational and governance structures and distinct characteristics of successful Mission leadership for administrators at Catholic Colleges and Universities focusing on effective campus policy development, strategic planning, and assessment. Students will engage research, historical literature, Church documents, lectures and group exercises. A unique component to this course is participation in the Institute for Administrators in Catholic Higher Education (IACHE)—a four-day seminar for senior administrators and leaders in Catholic higher education where internationally recognized scholars and practitioners address the challenges and opportunities that Catholic higher education faces on a daily basis.

Michael James

ELHE7502 Institute for Administrators/Catholic Higher Education (Summer: 1)

Each July, the Institute for Administrators in Catholic Higher Education hosts a five-day seminar providing a singular opportunity for administrators and leaders at Catholic colleges and universities around the globe to interact with some of the nation's most outstanding scholars and practitioners as they address issues that Catholic higher education faces on a daily basis. The seminar is designed to serve administrative leaders such as presidents, provosts, vice-presidents, deans, mission officers, major program directors, and others in positions responsible for institutional mission and identity. For more information, please visit the website: <http://www.bc.edu/schools/lsoe/cc/highered/iache/schedule.html>.

Michael James

ELHE7503 Catholic Higher Education (Spring: 3)

Cross listed with TMRE7117

This course offers an historical and philosophical overview of Catholic higher education, a survey of current scholarship and related Church documents, and an examination of the role of Catholic higher education—particularly in the U.S.—and its relationship with the Church, contemporary academic culture, and the broader society. This course also engages students in an analysis of contemporary issues facing Catholic higher education particularly, faith and reason, the Catholic intellectual tradition, Catholic social thought, governance and leadership models, student development, and institutional mission, identity, and culture.

Michael James

ELHE7504 Religion and Higher Education (Fall: 3)

Cross listed with TMRE7119

Faith, religion and spirituality have become topics of increasing interest for scholars and practitioners in higher education administration and student personnel development. This course explores the historical, sociological and cultural dynamics between religion and higher education.

Topics include secularism, modernity, and challenges to the integration of faith and intellectual life. Additional topics include: religious pluralism; religion in secular higher education; legal issues surrounding religion and higher education; academic freedom; constitutional matters; modernism, post-modernism, post-secularism and the tensions and opportunities that these cultural/intellectual movements pose for religion and higher learning in a modern, democratic, pluralistic society.

Michael James

ELHE7505 Transforming the Field of Catholic Education (Fall: 3)

Cross listed with TMRE7104

This course explores the history, purpose, current status, and possible futures of Catholic elementary and secondary schools. Students will become conversant with the body of scholarly literature, theoretical and empirical, that defines the field of Catholic education. Though the primary focus will be on Catholic schools in the United States, the course will explore how we can learn from the experience of other religiously affiliated schools here and abroad, and from the experience of Catholic educators worldwide. Special attention will be devoted to how the Ignatian spirituality and pedagogy can be a resource for educators in Jesuit and non-Jesuit schools.

Martin Scanlan

ELHE7603 Internationalization of Higher Education (Fall: 3)

Higher education around the world today is increasingly affected by the forces of internationalization. Professionals working in postsecondary education in the United States and elsewhere must have a clear understanding of the range of opportunities and challenges presented by the evolution of this phenomenon. This course has two main objectives. The first is to introduce students to the central issues relevant to the international dimension of higher education in different national contexts. The second objective is to promote students' understanding of the practical implications of internationalization for their own work in higher education administration and/or policy-making contexts.

Hans de Wit

ELHE7605 Public Policy, Politics, and Higher Education

(Spring: 3)

This course will examine how policy design, policy contexts, and dynamic processes in higher education work. It focuses on several contemporary public policy issues in higher education such as unequal access to higher education, affirmative action in higher education, federal funding of scientific research, and others.

Ted Youn

ELHE7606 Diversity in Higher Education: Race, Class, and Gender

(Summer: 3)

The purpose of this course is to provide students with the opportunity to examine the theoretical scholarship and empirical research on race, class, and gender in American higher education. The course readings are interdisciplinary in nature and require students to identify research claims and their relationship to higher education practice and policy in the U.S. We explore such issues as admissions and affirmative action policy, sexual harassment, access and financial aid practices.

The Department

ELHE7609 Seminar in Law and Education Reform (Spring: 3)

Cross listed with LAWS4492

Offered Biennially

This interdisciplinary seminar addresses the role of law in education reform and the relationship between law and social science in efforts to promote educational attainment in the nations elementary

and secondary schools. The primary focus will be contemporary education reform issues, including educator quality, access to meaningful opportunity to learn, curriculum control, and student, teacher, administrator, and parental rights. The focus of the course will be inquiry on the role of law in school reform, the limits of law-based education reform, and the consequences of statutory requirements for scientific evidence-based approaches to education programs.

Diana Pullin

ELHE7701 Introduction to Educational Leadership and Change
(Fall: 3)

Brings a foundational focus to the work of educational administration, centering on the core work of teaching and learning and exploring how that central work is supported by the cultural, technical, political, and ethical systems of the school. That work is deepened as administrators support learning as meaning making, as involving a learning and civil community, and as involving the search for excellence. Students are asked to research the realities at their work sites using the concepts and metaphors developed in the course and, through discussion and the utilization of case studies, to propose improvements to those realities.

Lauri Johnson

ELHE7703 Education Law for District Leaders (Fall: 3)
This course is for PSAP students only

This course addresses the political and legal aspects of the role of education in our democratic society. Provides an introductory survey of public policy issues and laws governing preschool, elementary, secondary, and higher education. Included are such topics as religious freedom, free speech, and due process; the liability of educational institutions and educators; the legal distinctions between private and public institutions; student and parent privacy rights; disability rights; and the promotion of educational equity among all groups regardless of gender, sexual orientation, language, race, religion, ethnicity, or socioeconomic background.

The Department

ELHE7704 Ethics and Equity in Education (Fall: 3)

The course explores how schools are used as a vehicle of the state to de-culturalize various communities of people throughout the country's history. Students will explore how schools can more appropriately promote respect for valuing diversity as a generative source of the country's vitality and its relationship to the global village. The role of educators is not only to act ethically in the many individual situations of their daily professional lives, but more importantly to see that the institutional structures and processes of the school system are themselves reflections of a system of justice and care.

Robert Starratt

ELHE7707 Leadership for Social Justice (Spring: 3)

This course introduces students to the theory and practice of leadership for social justice at the school and district level. Definitions, approaches, and controversies in this emerging field will be examined. Readings, films, class discussions, and case studies related to the topics of race, ethnicity, culture, language, gender, social class, religion, sexual orientation, and disability will focus on how these issues affect educators, students and their families in today's K-12 schools. In particular, students will learn about leadership which is culturally and linguistically responsive; strengthens parent-community-school relationships; and formulates diversity policies to promote educational equity for students from diverse groups.

Lauri Johnson

ELHE7708 Instructional Supervision (Spring: 3)

Introduces students to many of the contested issues in the field of supervision, such as the relationship between supervision and teacher development, teacher empowerment, teacher alienation, learning theories, school effectiveness, school restructuring, curriculum development, and scientific management. Supervision will be viewed also as a moral, community-nested, artistic, motivating, and collaborative activity. Will stress the need for a restructuring of supervision as an institutional process.

Irwin Blumer

ELHE7711 Using Data and Evidence for School Improvements
(Fall: 3)

This course prepares leaders to manage initiatives around continuous improvement and data-informed inquiry. On one hand, students will develop basic research skills that will contribute to evidence-based school improvement, including action research. On the other hand, students will explore the landscape of supports and barriers to using data and other evidence effectively in schools. In particular, students will explore the role of leadership in the following: the appropriate use and design of assessments; fostering a positive cycle of inquiry among educators; and the effective use of information systems and other technologies.

The Department

ELHE7712 School Leadership for English Learners: SEI, Bilingual, and Integrated Service Delivery (Summer: 2)

The Department

ELHE7726 Organizational Theory and Learning (Spring: 3)

Rather than focusing on traits of the individual leader, this course focuses on the dimensions of organizations and teams that both facilitate and complicate leadership. Examples include managing conflict, developing a shared vision, and differentiating between technical and adaptive change. Students will apply various organizational theories in order to understand group- and system-level patterns in "how groups get things done" (e.g., structures and resources, symbols and values, power and politics). Ultimately, students leave the course better able to plan and evaluate school improvement through the lenses of organizational theory.

The Department

ELHE7727 Family and Community Engagement (Spring: 3)

This course will explore the theory and practice of family-school-community relationships with a particular focus on the role of school leaders in enacting organizational models, educational programs, and political strategies designed to increase authentic parent and community participation in schools and other educational organizations. Topics include community schools/full service schools, parent involvement models, increasing the involvement of diverse families, grassroots organizing for community development, after school/OST (Out of School Time) programs, and school board-community relations.

The Department

ELHE7740 Ethics for District Leaders (Summer: 3)

This course is for PSAP students only

The course explores how schools are used as a vehicle of the state to de-culturalize various communities of people throughout the country's history. Students will explore how schools can more appropriately promote respect for valuing diversity as a generative source of the country's vitality and its relationship to the global village. The role of educators is not only to act ethically in the many individual situations

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of their daily professional lives, but more importantly to see that the institutional structures and processes of the school system are themselves reflections of a system of justice and care.

The Department

ELHE7801 Regional Perspectives on Higher Education in Asia and Latin America (Spring: 3)

This course—which features extensive input from national and regional experts from Latin America and Asia, and may be completed fully online or in a hybrid fashion—builds on ELHE7202 Global and Comparative Systems of Higher Education. It provides students with the opportunity to explore the way higher education systems and institutions in Asia and in Latin America have developed and are positioned in the international higher education context, through an exploration of key historical and contemporary higher education issues across these two regions.

Kara Godwin

ELHE7803 Global Perspectives on Teaching and Learning in Higher Education (Spring: 3)

Whether you are an administrator, policy maker, faculty, or researcher, all professionals in roles related to higher education are educators. To be a positive agent in the education venture is to ensure learning that is meaningful, empowering, and just—for students, colleagues, and external stakeholders. In this course—which may be completed fully online or in a hybrid fashion—we strive to understand the contours of learning, teaching, and curriculum with a critical lens and from an international perspective, through an exploration of key trends and relevant issues in higher education institutions and systems around the world.

Hans de Wit

ELHE7900 Internship in Higher Education (Fall/Spring: 3) Restricted to M.A. students in the Higher Education program.

A guided practicum experience for students enrolled in higher education programs, the internship requires supervised field work in a higher education institution or agency and participation in a bimonthly internship seminar. Field work is overseen by program faculty and supervised by a professional administrator at the internship site. The seminar covers practice issues and professional skills development, and related field work issues to theory and research in higher education.

The Department

ELHE7901 Field Experience in Higher Education (Fall: 2) Restricted to M.A. students in the Higher Education program.

A guided practicum experience for students enrolled in higher education program, the field experience requires supervised field work in a higher education institution or agency and participation in a bimonthly internship seminar. Field work is overseen by program faculty and supervised by a professional administrator at the internship site. The seminar covers practice issues and professional skills development, and related field work issues to theory and research in higher education.

The Department

ELHE7902 Advanced Field Experience in Higher Education (Spring: 1)

Restricted to M.A. students in the Higher Education program.

A guided practicum experience for students enrolled in higher education program, the field experience requires supervised field work in a higher education institution or agency and participation in a bimonthly internship seminar. Field work is overseen by program

faculty and supervised by a professional administrator at the internship site. The seminar covers transition into the workforce and relating field work issues to theory and research in higher education.

The Department

ELHE7903 Field Experience in International Higher Education (Spring: 3)

This course—which may be completed fully online or in a hybrid fashion—provides a framework for a real world experience for students interested in international higher education, in combination with an in-depth research project. This combination of practical experience with research gives students an appreciation for the ways that the daily work of different kinds of organizations—higher education institutions, individual programs and offices, policymaking organizations, governmental units, and professional associations—are framed by questions and concerns that require the ability to undertake a significant exploration of information and ideas in order to inform practice.

Laura Rumbley

ELHE7952 Practicum in School Principalship (Fall/Spring: 3)

A 500-hour, field-based experience designed to enable the student to develop the competencies required to be an effective assistant principal/principal. The practicum is supervised jointly by a University representative and a cooperating practitioner. The student is expected to engage in a variety of experiences defined in the state standards for certification and to provide leadership to a major administrative project. The student will maintain a reflective journal of experiences and develop a portfolio that demonstrates the learning and insights gained during the practicum.

The Department

ELHE8100 Master's/C.A.E.S. Comprehensive Exam (Fall: 3)

The Department

ELHE8101 Interim Study: Master's/C.A.E.S. Students (Fall: 3)

The Department

ELHE8806 Lynch Leadership Academy (Fall/Spring: 3)

The Department

ELHE8821 Research Design II (Spring: 3)

This course is for PSAP students only.

In this course, students will learn about the design of research studies. Building on an introduction to methods presented in Research I, this course will walk students through the proposal writing process. Students will learn about a range of research designs, the ethics of human subjects research, and the initial stages of data collection. In addition to drafting their dissertation proposal during the course of the semester, students will learn about the IRB process, negotiating entry to a research site, and approaches to data collection. They will continue to develop skills in multiple methods, including quantitative, qualitative, and mixed-methods designs.

Rebecca Louwenhaupt

ELHE8823 Research Design III (Fall: 2)

This course is for PSAP students only.

This course aims to support PSAP students during the data analysis phase of their dissertations in practice. These projects may be qualitative, quantitative, or mixed methods. Accordingly, this course is structured in a seminar or workshop format. Although some time is allowed for data collection, the course assignments are geared toward helping students develop, report, and present research findings.

Vincent Cho

ELHE9501 Doctoral Proseminar in K–16 Administration (Fall: 3)
Ph.D. students in Ed Admin or Higher Ed only.

This seminar is a required cornerstone course for doctoral Ph.D. students in the Educational Administration Program and the Higher Education Program. In addition to orienting students to doctoral studies and research, the course is designed to develop students' critical analysis of theoretical and empirical literature in their field, and to advance their knowledge of key concepts, issues, and theories in the field. Course activities include bibliographic research and skills development in conducting individual inquiry and analyzing scholarly literature.

Karen Arnold

Ana M. Martínez Alemán

ELHE9502 Seminar in Research in Higher Education (Fall: 3)
Prerequisite: ELHE7301 and Doctoral Standing

Open to advanced doctoral students. Prior consultation with the faculty member regarding research interest is encouraged.

This seminar considers a variety of research issues in higher education. Each year, the topic of the seminar will be announced by the faculty member who will be teaching the course. Students enrolled in this seminar are expected to write substantive papers that might lead to actual research products.

Karen Arnold

ELHE9901 Doctoral Comprehensives (Fall/Spring/Summer: 1)

All doctoral students who have completed their course work, are not registering for any other course, and are preparing for comprehensive exams must register for this course to remain active and in good standing.

Elizabeth Sparks

ELHE9903 District Level Instructional Leadership (Fall: 3)

The Department

ELHE9911 Doctoral Continuation (Fall/Spring: 0)

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. A formal petition for extension of time must be submitted and permission granted to continue in a doctoral program beyond the eight year period. Students are expected to work on their dissertation at least 20 hours per week.

The Department

ELHE9988 Dissertation Direction (Fall/Spring: 3)

Prerequisite: Consent of academic advisor

All advanced doctoral students are required to register for six credit hours of dissertation related course work, at least three of which are ELHE9988. The other three are usually the Dissertation Seminar for the student's area of concentration. Students are expected to work on their dissertation at least 20 hours per week.

The Department

Measurement, Evaluation, Statistics, and Assessment

Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed at www.bc.edu/courses.

ERME7101 Readings and Research in Educational Research, Measurement, and Evaluation (Fall/Spring/Summer: 3)

Prerequisite: Faculty member approval

By arrangement

Under the direction of a faculty member who serves as Project Director, a student develops and carries to completion a significant study.
The Department

ERME7460 Interpretation and Evaluation of Research (Fall/Spring/Summer: 3)

Mental Health counseling students must take APSY7460.12. Other sections do not meet licensing requirement for mental health students.

This course will improve a students' understanding of the empirical research literature in education and psychology. It concentrates on developing the conceptual foundations of empirical research and the practical analytic skills needed by a competent reader and user of research articles. Topics address purpose statements, hypotheses, sampling techniques, sample sizes and power, instrument development, internal and external validity, and typical quantitative research designs. Exercises emphasize the critical evaluation of published research. Each student will develop a research proposal.

Larry Ludlow

Lauren Saenz

ERME7462 Assessment and Test Construction (Fall: 3)

This course addresses the major issues of educational assessment, with emphasis on the characteristics, administration, scoring, and interpretation of both formal and informal assessments, including but not limited to tests of achievement. All forms of assessment are examined including observation, portfolios, performance tasks, and paper-and-pencil tests, including standardized tests. Basic techniques of test construction, item writing, and analysis are included. Standardized norm-referenced tests and statewide testing programs are also examined.

The Department

ERME7466 Program Evaluation I (Fall: 3)

ERME7466 is a prerequisite for ERME7467 Program Evaluation II.

This course addresses the theoretical and philosophical foundations of program evaluation, with emphasis on the roles of social and political theory, methodology, epistemology, and philosophy of science in various models of evaluation in education. Each evaluation model will be examined in terms of the purpose, knowledge construction, the role of the evaluator, relationship to objectives, relationship to policy and decision-making, criteria, and design. The course also includes a focus on issues of value-neutrality and value judgment.

Lauren Saenz

ERME7467 Program Evaluation II (Spring: 3)

Prerequisite: ERME7466 or consent of instructor

This course will cover the basic steps in planning and carrying out a program evaluation. Topics covered will include identification and selection of measurable objectives, choice of criteria, instruments, addressing limitations related to various issues, analysis of data, interpretation and reporting of data, and budgeting. Standards, competencies, and ethical considerations for program evaluation will also be covered.

Lauren Saenz

EDUCATION

ERME7468 Introductory Statistics (Fall: 3)

An introduction to descriptive and inferential statistics. In particular, students will learn descriptive statistics, graphical and numerical representation of information; measures of location, dispersion, position, and dependence; the normal distribution; and exploratory data analysis. Also, students will be introduced to inferential statistics, point and interval estimation, tests of statistical hypotheses, sampling distribution of t , and inferences involving one or more populations, as well as ordinary least squares regression and chi-square analyses. Provides computer instruction on PC and Mac platforms and in the SPSS statistical package.

Zhushan Mandy Li

Laura O'Dwyer

ERME7469 Intermediate Statistics (Fall/Spring: 3)

Prerequisite: ERME/APSY7468 or its equivalent and Computing Skills

Topics and computer exercises address tests of means, partial and part correlations, multiple regression, analysis of variance with planned and post hoc comparisons, analysis of covariance, repeated measures analysis, elements of experimental design, and power analysis.

The Department

ERME7565 Large-Scale Assessment: Methods and Practice (Spring: 3)

Recommended: ERME/APSY7462 and ERME/APSY7468

Examines large scale assessment procedures internationally (TIMSS and PIRLS) and nationally (NAEP and NCLB). Considers technical, operational, and reporting procedures in view of requirements for reliability and validity as well as resource constraints and political issues. Uses examples from the TIMSS and PIRLS international assessments in mathematics, science, and reading to illustrate procedures for instrument development, sampling, data collection, analysis, IRT scaling, and reporting results.

Ina Mullis

ERME7601 Introduction to Mathematical Statistics (Spring: 3) Offered Biennially

Quantitative methods in educational and psychological research have become increasingly complex over time, employing more sophisticated models and estimation strategies. This course helps students to develop a deeper understanding of the strengths and limitations of different approaches to inference and to appreciate some of the ongoing arguments among the adherents of the different philosophies regarding statistical inference.

Henry Braun

ERME8100 Master's Comprehensives (Fall/Spring/Summer: 0)

All master's students who have completed their course work and are preparing for comprehensive exams must register for this course.

Elizabeth Sparks

ERME8101 Interim Study: Master's and C.A.E.S. Students (Fall/Spring: 0)

Master's and C.A.E.S. students who need to take one to two semesters off during the academic year, but wish to remain active in the University system must enroll in this course. Students cannot enroll in this course for more than two consecutive semesters during the academic year (e.g., fall and spring). Students who need to be away from their studies for more than two consecutive semesters during the academic year should file for a formal leave of absence.

Elizabeth Sparks

ERME8667 General Linear Models (Fall/Spring: 3)

Prerequisite: ERME/APSY7469

Ph.D. students only; all others by instructor permission.

Adds the construction, interpretation, and application of linear statistical models. Specifically, lectures and computer exercises cover ordinary least squares regression models; matrix algebra operations; parameter estimation techniques; missing data options; power transformations; exploratory versus confirmatory model building; linear-model diagnostics, sources of multicollinearity; diagnostic residual analysis techniques; variance partitioning procedures; dummy, effect, and orthogonal coding procedures; and an introduction to structural equation modeling.

Zhushan Mandy Li

Larry Ludlow

ERME8668 Multivariate Statistical Analysis (Spring: 3)

Offered Biennially

Provides lectures, examples, and student analyses that address multiple group discriminant analysis, classification procedures, principal components and common factor analysis, and multivariate analysis of variance.

Zhushan Mandy Li

ERME8669 Psychometrics I: Classical Test Theory and Rasch Models (Spring: 3)

Prerequisite: ERME/APSY7462

Offered Biennially

Ph.D. students only; all others by instructor permission.

Presents a study of theoretical concepts, statistical models, and practical applications in educational and psychological measurement. General topics include the history of measurement, Thurstone and Guttman scales, classical true-score theory, and item response theory. Specific topics include principles of Rasch measurement, parameter estimation procedures, fit statistics, item banking, and computer adaptive testing.

Larry Ludlow

ERME8670 Psychometrics II: Item Response Theory (Fall: 3) Offered Biennially

This course will present an advanced study of theoretical concepts, statistical models, and practical applications in educational and psychological measurement. Topics include item response theory, methods for estimating latent trait and item parameters, models for polytomously scored items, explanatory item response models, and multidimensional item response models. Some practical applications of IRT: DIF assessment, computerized adaptive testing, test equating, linking, scaling.

Zhushan Mandy Li

ERME8864 Survey Methods in Educational and Social Research (Fall: 3)

Prerequisite: Must have successfully completed ERME7469

Offered Biennially

Ph.D. students only; all others by instructor permission.

This course is designed to familiarize students with the strategies, techniques, tactics, and issues in the development and administration of survey instruments. It will emphasize theoretical, measurement and practical considerations in the development of attitudinal instruments. The development and analysis of data resulting from several types of measurement scales will be covered.

The Department

ERME9852 Mixed Methods Research: Issues in Theory and Practice (Spring: 3)

Lauren Saenz

ERME9901 Doctoral Comprehensives (Fall: 3)

All doctoral students who have completed their course work, are not registering for any other course, and are preparing for comprehensive exams must register for this course to remain active and in good standing.

The Department

ERME9911 Doctoral Continuation (Fall: 3)

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. A formal petition for extension of time must be submitted and permission granted to continue in a doctoral program beyond the eight year period. Students are expected to work on their dissertation at least 20 hours per week.

The Department

ERME9941 Dissertation Seminar in Educational Research, Measurement and Evaluation (Fall/Spring: 2)

Prerequisite: Advanced Statistics and Research Design. Permission of instructor.

Offered Biennially

1 credit in the Fall, 2 credits in the Spring

This two-semester seminar is designed to assist doctoral candidates in the preparation of a formal doctoral dissertation proposal. All aspects of dissertation development will be discussed (e.g., problem development, human subjects review, final defense). Students will develop and present a series of draft proposals for faculty and student reaction. Depending on the circumstances of the student, an acceptable pre-proposal (Intent) or full dissertation proposal is required for completion of the course.

Larry Ludlow

ERME9960 Seminar in Educational Measurement and Research (Fall: 3)

This course is an examination of theoretical and procedural developments in measurement, evaluation, and research methodology.

The Department

ERME9988 Dissertation Direction (Fall: 3)

All advanced doctoral students are required to register for six credit hours of dissertation related course work, at least three of which are ERME9988. The other three are usually the Dissertation Seminar for the student's area of concentration. Students are expected to work on their dissertation at least 20 hours per week.

The Department

The Boston College Law School

Established in 1929, Boston College Law School is dedicated to the highest standards of academic, ethical, and professional development while fostering a unique spirit of community among its students, faculty, and staff. Boston College Law School is accredited by the American Bar Association, is a member of the Association of American Law Schools, and has a chapter of the Order of the Coif.

The Law School offers two degrees—the three-year Juris Doctor (J.D.) degree, which is the school's primary degree, and the one-year Master of Laws (LL.M.) degree, which is designed for students who already hold a law degree from another school.

STUDENT LEARNING OUTCOMES:

Upon graduation from Boston College Law School graduates shall have acquired competency in the following:

- (a) Knowledge and understanding of substantive and procedural law;
- (b) Legal analysis and reasoning, legal research, problem-solving, and written and oral communication in the legal context;
- (c) Exercise of proper professional and ethical responsibilities to clients and the legal system;
- (d) Other professional skills needed for competent and ethical participation as a member of the legal profession; and
- (e) A readiness for intellectual and professional engagement, whether in local, national or global settings, that incorporates respect for knowledge and for the dignity of the human person.

REGISTRATION FOR BAR EXAMINATION

Upon entering law school, some students know the state(s) in which they intend to practice after graduation. Some states require students to register with the Board of Bar Examiners prior to, or shortly after, beginning law school. For further information, contact the secretary of the state's Board of Bar Examiners for the state where you intend to practice to determine the standards and requirements for admission to practice.

AUDITORS

A limited number of applicants, usually members of the bar, who do not wish to study for a degree but who desire to enroll in specific courses may be admitted as auditors. Auditors must prepare regular assignments and participate in classroom discussions. They are not required to take examinations but may elect to do so. Normally, credit will not be certified for auditing. Auditors are charged tuition at the per credit hour rate.

ADVANCED STANDING

An applicant who qualifies for admission and who has satisfactorily completed part of his or her legal education in another ABA-approved law school may be admitted to an upper class with advanced standing. Four completed semesters in residence at Boston College that immediately precede the awarding of the degree will be required. Transfer applicants must submit the application form and fee, the CAS report, a law school transcript, a letter of good standing from his or her law school dean, and a recommendation from a law school professor. Applications are due by July 1 from those wishing to enroll for the fall semester.

DUAL DEGREE PROGRAM IN LAW AND BUSINESS ADMINISTRATION

Boston College Law School and the Carroll School of Management offer a dual J.D./M.B.A. program. Students in the program are required

to be admitted independently to both schools. Credit for one semester's courses in the M.B.A. program is given towards the J.D. degree, and, similarly, credit for one semester's courses in the Law School is given towards the M.B.A. degree. Both degrees can thus be obtained within four academic years, rather than the five required for completing the two degrees separately. Interested students can obtain detailed information from the Admission Offices of both schools.

DUAL DEGREE PROGRAM IN LAW AND SOCIAL WORK

The Boston College School of Social Work and the Law School at Boston College offer a dual J.D./M.S.W. program designed for students interested in serving the combined legal and social welfare needs of individuals, families, groups, and communities. Students may obtain the two degrees in four years, rather than the usual five years. Dual degree candidates must apply to, and be accepted by, both schools. Interested students can obtain more information from the Admission Offices of both schools.

DUAL DEGREE PROGRAM IN LAW AND EDUCATION

The dual degree program in Law and Education is designed for students who are interested in serving the combined legal and educational needs of students, families, and communities in our nation. The program reflects the University's mission to promote social justice and to prepare men and women for service to others. The program is particularly designed to prepare students to meet the needs of individuals who have traditionally not been well-served by the nation's schools. The program is designed to serve the needs of persons who wish to combine knowledge about education and applied psychology with legal knowledge and skills to better serve their clients and constituencies. The program offers an opportunity to further the University's goals in promoting interdisciplinary inquiry and integrating the work of service providers.

Students admitted to the program may expect to receive both a master's degree in Education (M.Ed. or M.A.) and the Juris Doctor (J.D.) degree in approximately three years (sometimes requiring additional summer classes), rather than the four or more years such degrees would normally entail if taken separately.

Students seeking to pursue the J.D./M.Ed. or M.A. dual degree must be duly admitted to their intended Education program and to the Law School. Any student seeking certification, or education or human services licensure must meet all of the requirements in the Lynch School of Education for that certification/licensure.

J.D./M.P.H. DUAL DEGREE PROGRAM WITH TUFTS UNIVERSITY SCHOOL OF MEDICINE

Our program, in partnership with Tufts University School of Medicine, gives students the flexibility to pursue a broad range of career opportunities in the legal, health care, and public health fields, while completing their degrees in four years instead of five years if obtained separately. The Tufts medical school curriculum provides a practical expertise in health policy, data analysis, and health care management, and also includes an applied learning experience in the public health field. The demand for health care law and policy expertise encompasses job opportunities at small and large law firms, government agencies, hospitals and other institutional health care providers, public interest and advocacy organizations, international human rights organizations, and in-house counsel departments.

J.D./M.A. IN URBAN AND ENVIRONMENTAL POLICY AND PLANNING WITH TUFTS UNIVERSITY

Land Law and urban and environmental policy and planning open up an array of modern areas of professional practice. In this innovative program, BC students can receive two degrees—a Master of Arts and a Juris Doctor (M.A./J.D.) in just eight semesters. Planning skills (including policy analysis) are critical in guiding development patterns, and law frames the mechanisms and limits of private and governmental roles in this process. Students are immersed in practical skills training; in broad debates and critical thinking about the environment, human settlements, social and environmental justice; corporate responsibility; and public and private land use management—all shaped by constitutional, equitable, and pragmatic principles.

Find out more about the Tufts Program at <http://ase.tufts.edu/UEP/Degrees/CombinedDegree.aspx>.

The M.A./J.D. is offered through a collaboration between the Tufts University Department of Urban and Environmental Policy and Planning (UEP) and Boston College Law School. There is currently no graduate program in New England which offers the combined strengths of this program.

In the dual degree program, students meet regularly with the program coordinator and the respective academic advisors from both Schools in planning and implementing an overall course of study that matches the student's background, interests, and requirements of the program. Advisors at both Schools collaborate, under the auspices of an advisory committee, to ensure that students receive accurate and timely support in the dual degree program. Students are eligible for financial assistance based on current policies at each University.

J.D./M.A. OR J.D./PH.D. PHILOSOPHY PROGRAM

These programs are designed for students who have an interest in legal theory and jurisprudence, and who may eventually wish to go into law teaching in those fields. Students may complete their law degree and master's in philosophy in four years of joint study, or law and Ph.D. in six years. Students must apply to both the Law School and master's or Ph.D. program in the Philosophy Department of Boston College.

Entrance Requirements and Admission

To join the dual degree program students need to submit separate applications to each program. Students in the Boston College J.D. program can wait until their second year before applying to the Tufts degree program. Each school reviews candidates based on its own requirements and criteria. For detailed information on the requirements for the UEP master's degree, contact Tufts Admissions at <http://ase.tufts.edu/uep/admissions/WhoComesToUEP.aspx>.

OTHER GRADUATE COURSES AND CROSS REGISTRATION

Law students are permitted to take a maximum of four graduate level courses (12 credits) in other departments during their final two years with the consent of the Associate Dean. Also, students may cross-register for certain courses at Boston University School of Law. A list of courses is made available prior to confirmation of registration. Tuition for dual programs is separately arranged. From time to time individual students have also made special arrangements, with the approval of the Associate Dean for Academic Affairs, for dual study programs with other schools and departments at Boston College or, in some instances, with other universities in the Boston area.

MASTER OF LAWS (LL.M.) DEGREE

The LL.M. degree program is designed to expose legal professionals and recent graduates who hold a first degree in law, primarily but not necessarily of foreign origin, to a broad range of subjects in public and private law, including U.S. and international law. The program enables students to explore many cross cutting issues that engage U.S. and international law from courses in the Law School's extensive curriculum, including both introductory and more advanced courses in their particular fields of interest. The program is intended for students from a variety of legal systems and backgrounds. Because of our strength in the field of global practice, we are equally interested in applicants pursuing careers in private practice, government service, the judiciary, international organizations, non-governmental organizations, and legal scholarship. We are most interested in applicants who have completed their prior legal studies with high rank and who intend to return to their home countries to contribute to the legal profession.

Further information is available on the program's website at www.bc.edu/lm or from the LL.M. Office, Boston College Law School, 885 Centre Street, Newton, MA 02459. Our e-mail address is bcilm@bc.edu.

INFORMATION

For more detailed information regarding course offerings, applicants should consult the Boston College Law School Bulletin that may be obtained by writing to the Office of Admissions and Financial Aid, Boston College Law School, 885 Centre Street, Newton, MA 02459, or by e-mailing the office at blawadm@bc.edu.

Course descriptions and scheduling information are also available on the BCLS website at www.bc.edu/law.

Faculty

Hugh J. Ault, *Professor Emeritus*; A.B., LL.B., Harvard University

Charles H. Baron, *Professor Emeritus*; A.B., Ph.D., University of Pennsylvania; LL.B., Harvard University

Arthur L. Berney, *Professor Emeritus*; A.B., LL.B., University of Virginia

John M. Flackett, *Professor Emeritus*; LL.B., University of Birmingham, England; LL.B., St. John's College, Cambridge University; LL.M., University of Pennsylvania

Jane K. Gionfriddo, *Professor Emerita*; B.A., Wesleyan University; J.D., Boston University

Ruth-Arlene Howe, *Professor Emerita*; A.B., Wellesley College; M.S.W., Simmons College; J.D., Boston College

Sanford N. Katz, *Darald and Juliet Libby Professor Emeritus*; A.B., Boston University; J.D., University of Chicago; Sterling Fellow

Cynthia C. Lichtenstein, *Professor Emerita*; A.B., Radcliffe College; J.D., Yale University; M.C.L., University of Chicago

Sharon Hamby O'Connor, *Professor Emerita*; A.B., Southern Methodist University; M.S.L.S., Columbia University; J.D., Harvard University; M.E.S., Yale University

James S. Rogers, *Professor Emeritus*; A.B., University of Pennsylvania; J.D., Harvard University

Richard Albert, *Professor*; B.A., J.D., Yale University; B.C.L., Oxford University; LL.M., Harvard University

Filippa Marullo Anzalone, *Professor and Associate Dean for Library and Technology Services*; A.B., Smith College; M.S.L.S., Simmons College Graduate School of Library and Information Science; J.D., Suffolk University Law School

- Mary S. Bilder, *Professor*; B.A., University of Wisconsin at Madison; J.D., A.M., Ph.D., Harvard University
- Robert M. Bloom, *Professor*; B.S., Northeastern University; J.D., Boston College
- Mark S. Brodin, *Professor*; B.A., J.D., Columbia University
- George D. Brown, *Robert Drinan, S.J. Professor*; A.B., J.D., Harvard University
- R. Michael Cassidy, *Professor and Director, Rappaport Center for Law and Public Policy*; B.A., University of Notre Dame; J.D., Harvard University
- Mary Ann Chirba, *Professor of Legal Reasoning, Research, and Writing*; A.B., Colgate University; J.D., Boston College; Sc.D., M.P.H., Harvard School of Public Health
- Daniel R. Coquillette, *Professor and J. Donald Monan, S.J., University Professor*; A.B., Williams College; M.A., Oxford University; J.D., Harvard University
- Scott T. FitzGibbon, *Professor*; A.B., Antioch College; J.D., Harvard University; B.C.L., Oxford University
- Frank J. Garcia, *Professor*; A.B., Reed College; J.D., University of Michigan
- H. Kent Greenfield, *Professor*; A.B., Brown University; J.D., University of Chicago
- Ingrid Michelsen Hillinger, *Professor*; A.B., Barnard College; J.D., College of William & Mary
- Renee M. Jones, *Professor*; A.B., Princeton University; J.D., Harvard University
- Daniel Kanstroom, *Professor and Associate Director of the Boston College Center for Human Rights & International Justice*; B.A., State University of New York at Binghamton; J.D., Northeastern University; LL.M., Harvard University
- Cathleen Kaveny, *Darald and Juliet Libby Professor*; A.B., Princeton University; M.A., M. Phil, J.D., Ph.D., Yale University
- Thomas C. Kohler, *Professor*; B.A., Michigan State University; J.D., Wayne State University; LL.M., Yale University
- Joseph P. Liu, *Professor*; B.A., Yale University; J.D., Columbia University; LL.M., Harvard University
- Ray D. Madoff, *Professor*; A.B., Brown University; J.D., LL.M., New York University
- Patricia McCoy, *Liberty Mutual Insurance Professor*; B.A., Oberlin College; J.D., University of California at Berkeley
- Judith A. McMorrow, *Professor*; B.A., B.S., Nazareth College; J.D., University of Notre Dame
- Oei, Shu-Yi, *Professor*; A.B., Brown University; M.A., J.D., Harvard University
- Vlad Perju, *Professor and Director, Clough Center for the Study of Constitutional Democracy*; LL.B., University of Bucharest; S.J.D., LL.M. Program, Harvard University; LL.M., European Academy of Legal Theory; Maitrise, University of Paris (Sorbonne)
- Zygmunt J. B. Plater, *Professor*; A.B., Princeton University; J.D., Yale University; LL.M., S.J.D., University of Michigan
- James R. Repetti, *William J. Kenedy, S.J., Professor*; A.B., Harvard University; M.B.A., J.D., Boston College
- Diane M. Ring, *Professor*; A.B., J.D., Harvard University
- Vincent D. Rougeau, *Professor and Dean*; A.B., Brown University; J.D., Harvard University
- Mark R. Spiegel, *Professor*; A.B., University of Michigan; J.D., University of Chicago
- Catherine Wells, *Professor*; A.B., Wellesley College; M.A., Ph.D., University of California at Berkeley; J.D., Harvard University
- David A. Wirth, *Professor*; A.B., Princeton University; A.M., Harvard University; J.D., Yale University
- Alfred C. Yen, *Professor and Associate Dean of Faculty*; B.S., M.S., Stanford University; J.D., Harvard University
- Paulo Barrozo, *Associate Professor*; LL.B., Rio de Janeiro (UREJ); M. Jur., Rio de Janeiro (PUC); Ph.D., Rio de Janeiro (IUPERJ); LL.M., S.J.D., Harvard Law School
- E. Joan Blum, *Associate Professor of Legal Reasoning, Research, and Writing*; A.B., Harvard College; J.D., Columbia Law School
- Dean M. Hashimoto, *Associate Professor*; A.B., Stanford University; M.S., University of California at Berkeley; M.O.H., Harvard University; M.D., University of California at San Francisco; J.D., Yale University
- Frank R. Hermann, *S.J., Associate Professor*; A.B., Fordham University; M.Div., Woodstock College; J.D., Boston College
- Gregory A. Kalscheur, *S.J., Associate Professor and Dean, Morrissey College of Arts and Sciences and Graduate School of the Morrissey College of Arts and Sciences*; B.A., Georgetown; J.D., University of Michigan; M.Div., S.T.L., Weston Jesuit School of Theology; LL.M., Columbia University
- Elisabeth Keller, *Associate Professor of Legal Reasoning, Research, and Writing*; B.A., Brandeis University; M.A., J.D., Ohio State University
- Daniel Lyons, *Associate Professor*; A.B., Harvard College; J.D., Harvard Law School
- David Olson, *Associate Professor*; B.A., University of Kansas; J.D., Harvard University
- Brian J.M. Quinn, *Associate Professor and Associate Dean for Experiential Learning*; B.S.F.S., Georgetown University; M.P.P., Harvard University; J.D., M.L.S., Stanford University
- Judith B. Tracy, *Associate Professor of Legal Reasoning, Research, and Writing*; B.A., University of Michigan; J.D., University of Chicago
- Katharine G. Young, *Associate Professor*; B.A., LL.B., Melbourne University; S.J.D., LL.M., Harvard University
- Cheryl Bratt, *Assistant Professor of Legal Reasoning, Research, and Writing*; B.A., J.D., University of Michigan
- Jeffrey Cohen, *Assistant Professor of Legal Reasoning, Research, and Writing*; B.A., University of Michigan; M. St., University of Oxford; J.D., Stanford University
- Daniel Farban, *Assistant Professor*; B.A., Amherst College; J.D., Harvard Law School
- Kari E. Hong, *Assistant Professor*; B.A., Swarthmore College; J.D., Columbia University
- Natalya Shnitser, *David and Pamela Donohue Assistant Professor in Business Law*; B.A., M.A., Stanford University; J.D., Yale University
- Mary Ann Van Neste, *Assistant Professor of Legal Reasoning, Research, and Writing*; B.A., M.P.A., Syracuse University; J.D., Georgetown Law School
- Ryan Williams, *Assistant Professor*; B.A., University of Kansas; J.D., Columbia Law School
- Francine T. Sherman, *Clinical Professor and Director, Juvenile Rights Advocacy Project*; B.A., University of Missouri; J.D., Boston College
- Paul Tremblay, *Clinical Professor*; B.A., Boston College; J.D., University of California at Los Angeles
- Alexis Anderson, *Clinical Associate Professor*; B.A., Wake Forest; J.D., University of Virginia

Sharon Beckman, *Clinical Associate Professor*; B.A., Harvard College; J.D., University of Michigan Law School

Mary Holper, *Clinical Associate Professor and Director, Immigration Clinic*; B.A., University of Illinois; J.D., Boston College

Alan Minuskin, *Clinical Associate Professor*; A.B., University of Miami; J.D., New England School of Law

Lynne E. Pantin, *Clinical Associate Professor*; B.A., Pomona College; J.D., Columbia University

Evangelina Sarda, *Clinical Associate Professor*; A.B., Yale University; J.D., Columbia University

Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed at www.bc.edu/courses.

LAWS2120 Civil Procedure (Fall: 4)

Using the Federal Rules of Civil Procedure, this course introduces lawyers governing the conduct of litigation. After an overview of the entire sequence of events from commencement to final disposition of a lawsuit, specific topics are considered in detail.

The Department

LAWS2125 Constitutional Law (Spring: 4)

Constitutional Law introduces the concept of judicial review of legislation and executive action. The course also focuses on the express and implied powers of the federal government and the effect of the interstate commerce clause on federal and state power.

The Department

LAWS2130 Contracts (Fall: 4)

The concept of what constitutes a contract is followed by detailed study of the various principles that govern the enforcement of contracts. Common law rules are emphasized, but attention is also given to the statutory changes imposed by the Uniform Commercial Code.

The Department

LAWS2135 Criminal Law (Spring: 4)

This course examines the elements of crimes, defenses that the accused may assert, and the method and rationales for punishing criminal conduct. Attention is given to the common law of crime as well as to the Model Penal Code.

The Department

LAWS2140 Property (Spring: 4)

This first-year course covers the substantive law of real property. Topics include initial acquisition, property theory, the right to exclude, land use regulation, servitudes, conveyancing, landlord-tenant law, zoning, and takings.

The Department

LAWS2145 Torts (Fall: 4)

This course examines non-consensual relations among individuals and emphasizes negligence law, the measure of damages, and newer developments such as products liability.

The Department

LAWS2150 Law Practice I (Fall: 3)

All 1L students in their first semester will be enrolled in this course for which they will receive three credits toward satisfaction of the requirement in ABA Standard 303 for six experiential course credits. The curriculum will introduce students to the role of the lawyer through legal problem solving in a simulated client context. Students will be provided with instruction in: research and analysis of binding authority; identification of legally significant facts from documents,

interviews, etc.; guided instruction in how to read and synthesize the law, the presentation of analysis of the law and application of the analysis to the problem facts; and preparation of office memoranda. The course involves classroom instruction and discussion, group work, and intensive individual feedback and conferencing.

The Department

LAWS2155 Law Practice II (Spring: 2)

In their second semester, all 1L students will be enrolled in this 2-credit course in satisfaction of the requirement in ABA Standard 303(a)(2) for a rigorous writing experience in the first year which is faculty supervised. Building on the research, analysis and writing experiences in Law Practice I, students will prepare documents, primarily in the context of advocacy, which involve more complex legal problems than those presented in Law Practice I. The emphasis will be on improving clarity, precision, and effectiveness of these communications for a designated audience and purpose in a simulation, with continued attention paid to a lawyer's ethical and professional responsibilities to the client and the legal system. The course involves classroom instruction and discussion, group work, and intensive individual feedback and conferencing.

The Department

LAWS2180 Constitutional Law II (Fall: 3)

Prerequisite: Constitutional Law I

This is the second of two required courses on the constitutional law of the United States. It examines the law of civil liberties and individual rights under the U.S. Constitution. Coverage includes the Fourteenth Amendment and the Bill of Rights and/or the First Amendment.

The Department

LAWS2190 Professional Responsibility (Fall/Spring: 3)

This course focuses on central issues of professional responsibility faced by most lawyers in the practice of law, whether in the public or private sector. Included may be problems of client confidences, conflicts of interest, behavior in court, obligations to represent unpopular clients and other restrictions on a lawyer's own speech and actions. Other topics focus on the fundamental moral responsibility of lawyers, analyzed in terms of the rules governing attorney conduct, principles of moral philosophy and the pressures that create ethical blindness.

The Department

LAWS2810 Negotiation (Spring: 3)

The goal of this course is to teach you to think about negotiation as an opportunity to solve a problem that exists, or create new value where there is none, or try to make a bad situation a bit better. I hope to enhance your ability to think creatively and synthetically as well as analytically. You will also learn that planning is essential and can sometimes make up for your status as a new legal negotiator. The skills you will learn include analysis, persuasion, creativity, listening, interviewing, counseling, question framing, and the use of law and legal principle. We will also explore the moral and ethical issues implicated in negotiation—honesty, integrity, character, reputation, and personal identity.

The Department

LAWS2812 Introduction to Litigation (Spring: 3)

This course introduces first-year students to the joys and challenges of civil litigation practice by focusing on the specific skills needed, and ethics issues that arise. Skills covered include client interviewing, case planning, fact investigation (including discovery), client counseling, negotiating, and courtroom advocacy. The class will explore how a civil litigator's often competing ethical responsibilities naturally lead to

challenges in making strategic decisions. We will cover the Model Rules of Professional Conduct for lawyers with special attention to obligations of loyalty, zeal, confidentiality, avoidance of conflicts of interest, fairness in dealing with opponents, and honesty in interactions with courts. The method of instruction will include skills exercises in which students will conduct and critique simulated interviews, case planning and strategy discussions, fact investigation, client counseling sessions, negotiations, and courtroom advocacy presentations.

The Department

LAWS2814 Legal Interviewing and Counseling (Spring: 3)

The special objective is to develop within the student an awareness that mastery of sound interviewing and counseling skills is crucial for the delivery of quality legal services, whether one is engaged in private practice or works for a public agency. Course grade is based on: regular class attendance; active participation in small group exercises; performance of assigned attorney, client or observer roles in simulated interviews and mediation sessions as students working through various problem cases. Students are expected to keep a journal and submit a copy of it at the end of the term when handing in a take-home exercise.

Tracey West

LAWS3310 Advising the Entrepreneur (Fall: 3)

Prerequisite: Corporations, Intellectual Property course (IP Survey, copyright, trademark, or patent). Permission of the instructor is also possible, depending on background.

An introduction to the complex challenge of advising entrepreneurs who are planning or developing a new business. It has two principal components. First, law students attend classes at the law school devoted to the development of legal knowledge and counseling skills related to the advising of new businesses. Second, law students meet with entrepreneurs and business owners, typically, actual clients of the course instructors who become clients of the Law School's Community Enterprise Clinic for purposes of the class, to develop a plan of legal assistance focused on the legal aspects of the client's emerging business. This advising will take place under the supervision of the course's faculty. Each law student will meet and counsel one or two clients, participate in class discussion of the issues raised by these meetings, complete a drafting exercise, and write a final memorandum concerning the legal issues raised for each client.

The Department

LAWS3322 Environmental Law Seminar (Advanced) (Spring: 2)

This seminar uses an innovative format: the seminar addresses, and—week-by-week, chapter-by-chapter—analyzes draft chapters of a particular book-in-progress chosen at the start of the semester by seminar members from a list of books-in-progress nominated by law professors around the nation who ask for our confidential help in shaping their work. Books are typically proposed for selection in a wide range of land and environment subject areas. We work with the author on the book throughout the spring semester; members of the seminar prepare weekly chapter commentaries and a final individual paper summarizing their analyses of the book. (Individual research project papers, which in previous years were part of the seminar, now are available separately via Independent Study.) Two or three credits, variable.

Zygmunt Plater

LAWS3339 Environmental Law: Clean Water Act (Spring: 3)

Given recent Supreme Court decisions, the law of clean water may well be the bellwether for the future of all federal environmental protection. This course is important to students interested in gaining

experience in working with statutes, regulatory requirements, land use issues and working for or against governmental agencies. The course will cover the history, development, and implementation of the federal Clean Water Act, related provisions, policies and case law and state analogues. It will go beyond classic waste water treatment permitting and enforcement issues to include wetlands, oceanic, and overall ecosystem considerations. The course work will include in-class exercises in practical regulatory analysis and client advice, much as would be expected of an associate in a law firm or a staff attorney in an administrative or enforcement agency. Grades will be based upon a final take home exam and class participation.

The Department

LAWS3344 American Legal Education (Spring: 3)

This seminar is designed for students who would like to examine carefully the nature of their legal education. We will commence with the English and Continental origins of legal scholarship and teaching, examine the development of formal legal education in America from the founding of the Litchfield and Harvard Law Schools to the rise of Legal Realism, and conclude with the pressing controversies facing America's law schools today. Among the topics covered will be the relationship between formal legal education and the practicing bar, the changing composition of the faculty and the student body, the early pedagogical controversies, the different methods and ends of modern legal instruction and the role played by law schools in fundamental disputes about jurisprudence political ideology, economics and social reform. A research paper will be required rather than a final examination. Multititled materials. Course will be taught at Harvard Law School.

Daniel Coquillette

LAWS3348 Advanced Topics in Civil Rights: Microaggressions (Fall: 2)

The Civil Rights Movements of the 1960's and '70's eliminated formal barriers to participation in nearly all American institutions. Nevertheless, it is apparent that informal barriers remain. What are these barriers and how do they inhibit women and minorities from moving forward? Numerous authors have tried to answer this question by describing and documenting certain kinds of race based behavior. These include micro-aggressions ("subtle verbal and non-verbal insults directed toward non-Whites, often done automatically and unconsciously"), implicit bias, denial, stereotyping, stigmatizing, profiling, over-reliance on "old boy networks," etc. In this seminar, we will read descriptions of these phenomena and consider what, if anything, the legal system or society should do about them.

Catharine P. Wells

LAWS3360 Law and Accounting (Spring: 2)

A study of the basic concepts and limitations of financial accounting, our course covers the financial reporting process and the development of financial statements for external users, such as investors and creditors. In addition, techniques for analyzing financial statements and putting them to use are introduced along with the context of law, auditing, corporate governance, and globalization in which they are generated. No student who has taken undergraduate courses in accounting may register.

The Department

LAWS3376 Business Immigration Law (Spring: 2)

Prerequisite: LAWS7749 (Immigration Law)

This course will provide an overview of the various employment-based non-immigrant and immigrant visa categories, as well as the nuts and bolts of case preparation for the most commonly pursued

non-immigrant and immigrant classifications. We will review the process for becoming a lawful permanent resident of the United States through employment-based sponsorship, including the labor certification process under PERM, the I-140 immigrant petition and options for employment sponsored permanent residence petitions other than PERM, and adjustment of status or consular immigrant visa processing. The course will also include discussions regarding the practice of business immigration law in a law firm environment, touching on applicable ethical considerations, client relations, client interviewing, and tips for strategic case representation and client management for companies both large and small. There will be a practical component to the course designed to provide a more in-depth examination.

The Department

LAW53379 Consumer Bankruptcy (Spring; 3)

This course studies bankruptcy relief for individual debtors under chapter 7 (liquidation) and chapter 13 (rehabilitation). Topics covered include pre-bankruptcy planning, the means test, eligibility, property of the estate, the automatic stay, exemptions, lien avoidance, non-dischargeable debts including domestic support and other marital obligations, jurisdiction issues, reaffirmation and redemption rights, the trustees avoiding powers, avoidance actions (preferences and fraudulent transfers), chapter 13 plans, and the bankruptcy discharge. The course adopts a problem-solving approach. The final grade for the course is based on an in-class final exam. Students should take this course if they plan to: (1) practice in a small firm; (2) represent consumers and small business owners; (3) practice domestic relations law; (4) apply for a bankruptcy court clerkship.

The Department

LAW53383 Selected Topics in White Collar Crime (Fall; 2)

Prerequisite: Criminal Law

This seminar will examine emerging issues in the prosecution and defense of white collar crimes. We will first examine the concept of white collar crime and its impact on other areas of the both criminal and business law. We will next study the concepts of corporate and individual liability. Our examination of white collar crime will also include several substantive offenses including conspiracy, tax fraud, mail/wire fraud, bribery, RICO, and financial crimes (including bank fraud and securities fraud). We will also conduct a study of the grand jury system and its role in both the prosecution and defense of white collar crime. Finally, we will intertwine an analysis of federal sentencing throughout the semester.

The Department

LAW53393 Death Penalty (Fall; 2)

This seminar will examine legal issues surrounding the death penalty in America from a variety of perspectives. After a review of the goals of punishment and their relation to capital punishment, the course will explore: constitutional challenges to the imposition of the death penalty, focusing on claims relating to equal protection, due process and cruel and unusual punishment; race; special offenders, including juveniles, the mentally retarded; modes of punishment and ethical issues; and the impact of international law. A major focus of the course will include the procedural issues in trials for capital offenses, as well as post-conviction proceedings with a particular emphasis on federal habeas litigation. Materials for the seminar will include a collection of essays providing diverse views of the death penalty, as well as central Supreme Court case law in this area. Seminar requirements will include a final paper, a presentation on the paper, and class participation.

The Department

LAW54400 Feminist Jurisprudence (Fall; 2)

Since the late 20th century, women have lent their own distinctive voice to the discussion of jurisprudence and to a number of substantive topics concerning sex, gender and the law. In this seminar we will explore some of the issues that feminist scholars have raised. The seminar will begin with a historical orientation to feminist legal theory. It will then consider particular areas of law where feminist insight has been particularly strong, such as: (1) gender equality and the constitution; and (2) violence against women. Finally, we will consider some more theoretical issues. What is the relationship between feminist theory and other forms of critical theory that have been developed by oppressed groups? What are the problems of essentialism: Does it make sense to speak of "women's" experience, a "women's" viewpoint; or even of "feminist" jurisprudence as a project that represents the interests of "women in general"?

The Department

LAW54402 BC Innocence Clinic (Spring/Fall; 4)

Prerequisite: Criminal Procedure and Evidence recommended.

Students in BC Innocence clinic work with faculty supervision on post-conviction screening and/or litigation of cases of prisoners who assert their innocence. Case screening involves review of trial transcripts, pre-trial discovery, appellate and post-conviction briefs, and judicial opinions, as well as factual and forensic research, to determine whether scientific testing or other investigative leads could establish a strong likelihood that the prisoner is factually innocent. Students produce a memorandum analyzing the case and making a recommendation as to whether post-conviction litigation should be pursued. Students engaged in litigation research and draft motions for various types of post-conviction relief with supporting memoranda and affidavits. Class component is devoted to case-rounds and development of legal, professional, and ethical skills in the context of post-conviction innocence work. Students spend 10–12 hrs/week outside of class time on casework.

Charlotte Whitmore

LAW54403 Employment Law (Spring; 3)

This course addresses the legal regulation of employment of those without any form of collective representation, including executives, hourly and contingent employees. It addresses three major areas: (1) The common law regulation of the employment relationship. This includes formation of the employment relationship; common law exceptions to the at-will rule; privacy and dignity protections (including electronic media); trade secrets and other intellectual property concerns; restrictions on competition; the use of arbitration as a means to avoid jurisdiction of common law courts. (2) The second area covered is federal regulation of wages and hours pursuant to the terms of the Fair Labor Standards Act (an area of substantial growth and litigation). (3) The law under the Occupational Safety and Health Act. This is a dynamic and controversial area of the law. Consideration of current developments and trends, economic and social, as well as comparative legal approaches, are included.

The Department

LAW54408 Law of Philanthropy (Spring; 2)

Prerequisite: Taxation I, Estate and Gift Taxation preferred but not required.

Millions of individual Americans, as well as foundations and corporations, donate well in excess of \$300 billion, each year, in charitable gifts. Even in soft economies, that figure tends to grow annually. Philanthropy has become a key part of the US economy, fully 2.2% of GDP and, increasingly, a discrete and important field of the practice

of law. In this course, students will explore the structure of American philanthropy—its legal history, current regulation, case law and emerging legislation and topics on public policy. The course will introduce students to sophisticated charitable giving techniques used to convey donations and trends in the practice of law and philanthropy. Whether anticipating a practice with active engagement in philanthropy, or volunteer service as a member of foundation or non-profit boards, this course will provide students with an in-depth orientation to the field.

The Department

LAWS4410 Independent Study-Moot Court (Fall: 1)

By arrangement.

Brian Quinn

LAWS4411 American Legal Theory (Spring: 2)

This course will survey the important developments in American legal theory from 1880 to the present time. Coverage will include Legal Formalism, Legal Realism, Sociological Jurisprudence, Legal Process Theory, Theories of Natural Law, Critical Legal Studies, Feminist Legal Theory, and Critical Race Theory. The course does not require previous familiarity with jurisprudence or philosophy of law.

The Department

LAWS4412 Intellectual Property Survey (Fall/Spring: 4)

This survey course emphasizes federal copyright, trademark, and patent law and related state trade secret, rights of publicity, and unfair competition law. It is meant to provide students with a general working knowledge of the various intellectual property doctrines, and an understanding of how the individual intellectual property doctrines compare, contrast, and may be used to complement one another. This course is appropriate for the generalist who wants to understand and be able to analyze IP issues, which are ubiquitous in the modern practice of law. It is also appropriate as the first introductory course for students interested in taking a number of IP courses.

The Department

LAWS4414 Trademark and Unfair Competition Law (Spring: 3)

In this course, students will undertake an in-depth study of trademark law. This course will examine the doctrine, theory, practice and procedure concerning intellectual property rights in corporate names, symbols, logos, and identity. In particular, students will be introduced to trademark creation, registration, protection, licensing, and litigation. There will be a final examination.

The Department

LAWS4415 Legal Analytics: Applying Data and Analytic Thought to Legal Problems (Fall: 2)

William Gibson said “[t]he future has already arrived. It’s just not evenly distributed yet.” This course introduces the legal tools that have arrived, but are not yet evenly distributed, and will teach you how to use analytics to improve legal decision making. We will explore behavioral economics, data analysis and visualization, statistical methods, artificial intelligence, and game theory. Through demonstrations, in-class projects, and a semester long course project, we will apply them to solve legal problems and learn to efficiently manage, collect, explore, and analyze various forms of legal data. You do not need prior college coursework in mathematics, statistics, data science, or economics to take this course.

Warren Agin

LAWS4416 Privacy Law (Fall: 3)

Privacy Law will take a practical approach in the context of privacy theory and the evolving global web of privacy and security laws,

regulations, industry standards, and best practices. We will explore, from an individual perspective, a corporate perspective, and a law enforcement perspective, the scope and nature of an individual’s right to control his or her personal information held by others. We will also consider recent controversies such as those involving big data/ AI, facial recognition, encryption, domestic surveillance, ad-targeting, virtual reality, cross-device matching, mobile device geolocation, social networking, video surveillance, haptic security, biometrics, and DNA databases. With the new European General Data Protection Regulation (“GDPR”) taking effect in May of 2018 and authorizing fines of up to 4% of annual worldwide revenue, now is a perfect time to develop your privacy compliance expertise.

Sayoko Blodgett-Ford

LAWS4425 Law of Money (Fall: 3)

When we buy things or pay for services, we have to pay money. Sometimes we do so with currency, but usually we use devices such as checks, credit cards, debit cards, and various other electronic or semi-electronic payment systems. New payment systems, such as Bitcoin, are constantly evolving and dying off. Lawyers dealing with such developments will need to be prepared with an understanding of basic payment law concepts. Unfortunately, there is not a unified body of payment law. Rather, we have widely scattered and rapidly changing sources of law. We will study articles 3, 4, and 4A of the Uniform Commercial Code; various federal statutes and Federal Reserve System regulations; private agreements, such as those governing clearing houses and bank credit card arrangements; and basic common law concepts. Over time the subject matter has variously been described as “Bills and Notes,” “Commercial Paper,” or “Payment Systems.”

James S. Rogers

LAWS4430 Employee Benefits Law (Fall: 3)

Retirement plans, health insurance and other employee benefit plans are central features of the employer-employee relationship in the United States. The legal regulation of such plans is highly relevant for the practice of corporate, labor, tax, trust, domestic relations, and health care law, and is at the forefront of current policy debates about health and retirement security for U.S. workers. The course will survey the main types of health and retirement plans and examine the rules governing coverage, vesting, funding, fiduciary standards, integration with Social Security, claims administration, remedies, and preemption of state law. It will also consider how the decline of traditional pension plans and the recent healthcare reform impact the existing regulatory scheme for employee benefits in both the private and public sectors.

The Department

LAWS4431 Foreign Relations of the U.S. (Spring: 3)

This course addresses the conduct of foreign relations by the United States with specific reference to domestic legal constraints, such as statutes and the Constitution. The course treats (1) the separation of powers between the Congress and the Executive in foreign affairs, specifically with respect to the war power; (2) the treaty power and the domestic law of treaties and other international agreements; and (3) the role of the judiciary, including the immunity of foreign states (“sovereign immunity”), the “act of state” doctrine, jurisdiction to prescribe and enforce law outside the borders of the United States, and international law in U.S. courts. The course has a particular emphasis on post-9/11 developments in the law as a result of the war on terror.

There are no prerequisites and minimal overlap in subject matter with International Law, together with which this course may, but need not necessarily, be taken to form a year-long sequence.

The Department

LAWS4437 Resistance Lawyering: The Legal Struggle to End Slavery from the Founding to the Civil War (Fall: 2)

In this seminar, we will trace the strategies and practices of the lawyers who fought to end slavery in the United States. Abolitionist lawyers used a myriad of tools at their disposal to resist slavery in state and federal court, in state and federal legislatures, and in the public sphere. They understood slavery as a structural legal problem embedded in culture and they used law however they could to uproot it. Moving chronologically, we will examine the ways that lawyering changed the law regarding slavery and the way that lawyering changed in response to changes in the law. Throughout, we will attend to the ways in which understanding resistance lawyering in the past can inform our answers to questions about the problems and promises of resistance lawyering in the present. The primary graded work in the course will consist of weekly response papers with a short final paper. Students will also have the option to complete a longer research paper for a third credit.

Daniel Farberman

LAWS4439 European Union Law (Fall: 3)

This course provides a general overview of the legal architecture of the European Union. It introduces students to the complex relationship between the European legal order and the national legal systems of Member States. Students will study the Union's major institutions and decision-making mechanisms as well as substantive legal matters that include fundamental rights, free movement of persons and goods, non-discrimination. This course is a prerequisite for participation in the London Program but is open to any student interested in the present and future of Europe.

The Department

LAWS4443 Local Government Law (Spring: 3)

(Public Law: Constitutional, Administrative, Legislative)

The course dissects a municipality as a business organization, a Municipal Corporation; how a governmental lawyer practices law within that corporate structure, and the skills needed by a private practitioner to deal with it, municipal boards, agencies, departments and employees. Subject matter includes home rule, Charters, Ordinances and By-Laws (purposes, standards and constitutional issues), forms of municipal government, the government attorney and unique representation issues resulting from multiple clients, the Conflict of Interest common and statutory law, ethical issues, the Attorney-Client Privilege in the governmental setting, taxation, assessments and valuation, procurement, contracts, real estate acquisitions and conveyances, environmental issues, public records, open meetings, zoning and land use planning, comprehensive and master planning, inclusionary zoning, low and moderate income housing and affordable housing.

Howard Levine

LAWS4449 The Art of Lawyering and the Commercial Lease (Fall: 2)

This course is for second and third year students. It is an exercise in the art of transactional lawyering, using commercial leases in a shopping center as a centerpiece. Through the study of a text book, cases, statutes and commercial documents, as well as through drafting and negotiation exercises, everything the student has learned in law school will converge on the problems that fictional clients bring to the class for

solution. We will explore the choice of business entity, letters of intent, percentage rent, use restrictions, anti-trust, free speech in the shopping center, restrictions on transfer of interest by landlord and tenant, relationships and contracts with abutters, environmental issues, green leases, defaults and remedies, ethical issues and bankruptcy. The course grade will be determined 50% by performance on drafting assignments and negotiation exercises and 50% by the extent and quality of class participation. There will be no final exam.

Joel Reck

LAWS4450 Environmental Law, Advanced: Teaching Seminar (Spring: 3)

Prerequisite: LAWS2512 Environmental Law

The Department

LAWS4455 Cyberlaw (Spring: 3)

With the rise of the Internet, we can store and transmit vast amounts of digital data across the globe at little to no cost. This digital revolution raises fundamental questions about how, if at all, existing legal rules should apply online. This course explores the legal and policy issues that arise in cyberspace, including issues of sovereignty and jurisdiction, regulation of online speech, peer-to-peer networking, cybersquatting, and virtual property. It also addresses regulation of the physical architecture of the Internet, including net neutrality. The course examines the broader jurisprudential and policy questions that apply to issues arising on the network, and in the process uses cyberlaw to reexamine the way that law operates in the offline world.

The Department

LAWS4459 Semester in Practice Seminar (Fall: 3)

The SIP Seminar brings together extern students for a weekly discussion of common practice issues and seminar discussions of current issues in the practice of law, such as changes in the U.S. legal profession, the adversary system, and unmet legal needs. The goal of the seminar is to develop better understanding of the forces that shape a lawyer's professional identity and to learn to become a reflective legal practitioner. This course enables students to bridge the gap between law school and practice. Students keep a daily journal and share their entries weekly with the instructor. Students are required to write a substantial 20–25 page paper on a topic approved by the professor in lieu of an exam. Enrollment by lottery.

Filippa M. Anzalone

LAWS4461 Wrongful Convictions (Fall: 3)

Prerequisite: Criminal Procedure and Evidence recommended

This seminar gives students the opportunity to study the phenomenon of wrongful convictions, including the causes of, and possible solutions to, the problem and its significance for the criminal justice system. Readings, films, guest speakers, and discussions provide students with a range of perspectives on the issues. The academic experience is enriched by the students' ability to draw on their clinical and externship experiences.

Sharon Beckman

LAWS4464 Authority and Leadership in Professional Life (Spring: 2)

This course focuses on the conscious and unconscious group and systemic dynamics that arise from the exercise of authority, leadership and power. Students learn by studying their own experience and linking this to theory and class reading. Classes are intensely psychodynamic in nature, and promote powerful and often emotional interchange as students explore the dynamics of social identity and processes such as splitting, projection, and projective identification. Students

experiencing a difficult period in life should speak to the professor before enrolling. Class attendance is required. Attendance at a group relations conference is strongly encouraged. Variable credit offered for attendance at, and reflection paper on conference experience. Contact Professor Sarda for information (sarda@bc.edu). Limited enrollment.

Evangelina Sarda

LAWS4474 Energy Law and Deregulation (Fall: 2)

This survey course focuses on the law and public policy of electricity and natural gas, with discussion of both market and environmental regulation. The course will examine the frequent tensions between economic and environmental regulation. There will also be analysis of the Constitutional law applicable to the energy industries, including Commerce Clause and Supremacy Clause limitations upon state energy policies. Class time will also involve review of ongoing political and industry developments. There will be particular focus upon the development and financing of renewable energy resources.

Dennis Duffy

John Moskal

LAWS4476 Domestic Violence and the Law (Fall: 3)

Courts have increasingly become the forum for responding to issues of domestic violence. This course provides the historical and social context of battering, explains the dynamics of battering relationships and the psychological effects of trauma on battered women and children, discusses civil and criminal law issues arising out of battery, and examines the use of expert testimony as a method of presenting battered women's claims in court.

The Department

LAWS4484 Advanced Legal Writing—Employment Law (Fall: 3)

In this course, you will apply your legal research, writing and analysis skills in the context of an employment law practice. Assignments will include pragmatic tasks such as a discrimination position statement, an advice letters concerning an employment policy, and a brief addressing an employment law issue.

Jennifer Connor

LAWS4485 Advanced Legal Writing (Fall: 3)

This course focuses on legal analysis and writing with a particular focus on the audience and purpose of written legal communications. The primary purpose of this course is to assist students in becoming practice ready attorneys. Students will continue to build on the skills gained in their First Year Legal Research and Writing course and need only an interest in bettering their writing skills, including their editing skills. Using hypothetical client problems and a simulated court record, students will write client communications, including client letters and electronic communications, as well as pretrial civil litigation documents, such as legal briefs. Students will spend course time discussing each written assignment, reviewing drafts, and collaborating on in-class exercises.

Jennifer Connor

Helen MacLeod

LAWS4488 International Business Transactions (Fall: 3)

This is a course on the globalization of private economic relationships and the global regulation of such activity. In particular, the course will focus on identifying and solving the legal problems affecting cross-border transactions in a global regulatory environment. Students will become familiar with the nature of globalization and the global economy; fundamental patterns of business activity across national boundaries; the international legal framework for regulating such activity; and

the unique issues raised by sales of goods, licensing, foreign investment and dispute resolution. Private and public law aspects of international business transactions will be examined, including conflicts of law, foreign law, and select issues in WTO, NAFTA, and EU law.

Frank J. Garcia

LAWS4510 Constitutional Politics (Fall: 2)

Prerequisite: Constitutional Law I

This is a seminar on the process of constitutional amendment in the United States. We will explore the many ways in which the United States Constitution has changed since its adoption as a result of both formal and informal amendments. We will study Article V of the Constitution, which sets the rules for formally amending the Constitution. We will analyze the role of political actors in changing the text and meaning of the Constitution. Additionally, we will discuss the future of the Constitution, specifically whether and how it should be reformed.

Richard Albert

LAWS4523 International Law of Food (Summer: 3)

Cross listed with INTL2253 and POLI2253

This course, one of the few if not the only in the world to address this critical subject matter, identifies and analyzes contemporary international legal and policy issues related to food including supply, safety, security, subsidies, and trade. Students will master legal and structural analytical tools for addressing these increasingly important challenges of concern to all global citizens, including in particular undergraduates potentially interested in attending law school seeking an introduction to legal method. Field trips include visits to the European Food Safety Authority and the UN Food and Agriculture Organization in Rome. The course stresses the development of skills to enable students effectively to grapple with new and emerging issues in this ever-changing and expanding field.

The Department

LAWS5320 Private Equity (Spring: 3)

A survey of the legal issues raised in Private Equity transactions taught from the perspective of a practitioner who has been practicing in this area since his graduation from BCLS in 1985. The course will include (1) creating the investing Fund, including choice of entity and securities law issues, (2) the implications of Fund economics, including tax issues related to the taxation of the "carried interest," (3) aligning the interests of the Fund and the target's management and (4) exit strategies, including private sales and IPOs. Corporations is recommended but not required.

David McKay

LAWS5521 The United States Legal System (Fall: 2)

This course is required of LL.M. students who do not hold a U.S. J.D. degree. The course has several objectives: exposing students to fundamental concepts underlying the U.S. legal system, providing survival skills for the LL.M. year, exposing students to key doctrinal areas, and offering a frame of reference for comparing the U.S. legal system with students own. The course is divided into three units: (1) an overview of our basic legal institutions, including the adversary system, the Constitution, and the Bill of Rights; (2) a case study in product liability law, as both substantive exposure to private law and an exercise in identifying and manipulating legal doctrine; and (3) an examination of how the structure of the legal profession and different modes of lawyering contribute to the functioning of the U.S. legal system as a whole.

The Department

LAW56605 BC Defender Program Seminar (Spring/Fall: 2)*Prerequisite:* Evidence or Trial Practice, Criminal Procedure

The weekly defense class involves readings, discussions, role-plays, case rounds, mock trials and hearings, and reflections on the students' experiences, their clients and cases, professional ethics, the role of the public defender, and other issues relating to the criminal justice system.

*Lisa Grant**Frank Herrmann, S.J.***LAW56610 American Indian Law (Spring: 3)**

This is a survey course of the federal and state laws influencing American Indians today. We will review the tortured relationship between Indians and federal, state, and local governments and discuss complex legal and policy issues surrounding civil and criminal jurisdiction and environmental and land use issues on and off the Reservation. We will focus on the powers of the respective players in each of these fields. We will analyze conflicts between Tribes and the government over issues as varied as trust responsibilities, water and mineral rights, land use, and legalized gaming.

*The Department***LAW56627 Modern Legal Theory (Fall: 2)***Vlad Perju***LAW56632 Jurisprudence (Spring: 3)**

This course considers the nature of law, the nature of justice, the nature of the political community, and the purposes of private law. Law has been identified by some thinkers as the commands of the sovereign; the political community and its law have been accounted for based on submission to a common commander. Other approaches propose that law in its fullest sense is embedded in a community which is dedicated to justice. This course compares these approaches in a critical manner. It inquires into the nature of justice and freedom, with special attention to Aristotle, Cicero, and thinkers in the Jewish and Christian traditions.

*The Department***LAW56660 Foundations of Western Law (Fall: 3)**

Cross listed with PHIL6660

This seminar will place students into a conversation with some of the key thinkers who have shaped our modern Western legal traditions. In addition to Plato and Aristotle, the readings will be drawn from seventeenth, eighteenth, and nineteenth century English, French and German political philosophers. Themes include: how these authors influenced common and civil law systems; the relation among religion, law and morality and the problem of human knowing the concepts of "law," "reason," "human nature," and the foundations of rights theory; the shift from the good to legitimacy; the rise of individualism and the problem of community.

*Thomas C. Kohler***LAW56663 Children's Law and Public Policy (Fall: 2)**

Children's Law and Public Policy provides an overview of U.S. law and legal systems impacting the lives of vulnerable children. The course focuses both on process, how courts, administrative agencies, and attorneys representing youth, parents and the state process and service cases of individual youth, and on policy, how these systems are designed and connected to one another and to broader developmental and rights frameworks. Substantive legal areas will include child maltreatment and termination of parental rights, status offenses, juvenile justice, challenges to state systems and conditions for youth in custody, school exclusion and its relationship to special education law, special immigrant juvenile status, and domestic and international trafficking of minors.

*The Department***LAW56672 Law and Religion (Fall: 3)***Prerequisite:* Constitutional Law II or First Amendment*The Department***LAW56673 Law of War, War Crimes and Genocide (Spring: 3)**

This course examines the development of the law of armed conflict and the prosecution of war crimes, and the legal aspects of genocide. Topics include The Hague and Geneva Conventions, the International Military Tribunals at Nuremberg (1945), and Tokyo (1946), the My Lai massacre in Vietnam (1968), the Rwandan genocide (1994), the Genocide Convention, and the Convention Against Torture. We also consider litigation over the status and rights of detainees at Guantanamo Bay, Cuba, issues presented by drone warfare and targeted assassinations, and new assertions of jurisdiction over war crimes, crimes against humanity and genocide, including The International Criminal Court. Related topics, such as the defense of superior orders and the doctrine of command responsibility, and law and the future of war, will also be considered. Breaking developments will be incorporated into class discussion.

*The Department***LAW56676 International Environmental Law (Fall: 2)**

This course addresses the nature, content and structure of international environmental law. The course commences with an introduction to international environmental problems, together with basic principles of international law and environmental regulation. Specific topics include global warming, stratospheric ozone depletion, and exports of hazardous substances. Other topics may include marine pollution, transboundary pollution, trade and environment, and development and environment. The course evaluates the role of international and non-governmental organizations; the interrelationship between international legal process and domestic law; and the negotiation, conclusion, and implementation of international environmental agreements. Class meets at the Fletcher School, Graduate School of International Affairs, Tufts University.

*David Wirth***LAW56677 Mergers and Acquisitions (Spring: 3)***Prerequisite:* Corporations

This course is an introduction to the legal rules and principles governing corporate transactions including mergers and negotiated acquisitions. We will begin with an examination of the deal structures used in most common transactions, focusing on statutory requirements and relevant Federal regulations. We will then turn to questions of the Delaware common law and the fiduciary duties of selling directors in the context of mergers and acquisitions. Finally, we will turn to the merger agreement. In that setting, we will study the structure of the merger agreement and typical provisions negotiated in merger agreements. The object of this final section will be to understand the incentives addressed by each such provision and the legal limits to their use.

*The Department***LAW56679 Trusts and Estates (Fall: 4)**

This course explores the basic law surrounding the disposition of property at death: (1) overview of the estate planning process and the policy considerations regarding inheritance law; (2) the process by which property is distributed in the absence of a will (intestacy); (3) the law of wills, examining challenges to the will, formal requirements for the execution of a valid will, revocation, and construction; (4) will substitutes and planning for incapacity; (5) the law of trusts, including revocable and pour-over trusts, and creditor and beneficiary rights; (6) brief coverage

of powers of appointment, perpetuities, charitable trusts, and general tax considerations. This course does not address in detail tax-motivated estate planning (see instead Estate and Gift Tax and Estate Planning).

Iana Hurwitz

LAW56682 Commercial Law: Secured Transactions (Fall: 4)

This course explores secured financing—transactions in which a creditor, a lender or a seller, takes a security interest in collateral to secure its ability to be repaid. The course focuses principally on secured transactions involving personal property and fixtures (Article 9 of the Uniform Commercial Code). It examines the debtor-secured creditor relationship at state law and in bankruptcy. The course adopts a problem-solving approach. Class time is devoted almost exclusively to analyzing the assigned problem. This is a basic or primer course for business law practice. It also provides an intense experience in interpreting statutes.

Ingrid Hillinger

LAW56683 Immigration Consequences of Criminal Convictions (Fall: 3)

The Department

LAW56693 Telecommunications Law (Fall: 3)

This course surveys the basic principles underpinning our nation's telecommunications laws. We will explore the legal and regulatory treatment of several related telecommunications services, including landline telephone, wireless, cable, and internet service, and how technological developments have challenged the existing legal framework. The course will focus on administrative and statutory law, paying special attention to the design and implementation of the Communications Act of 1934. The course will also address the role of antitrust, intellectual property and constitutional law (particularly the First Amendment) in shaping our nation's telecommunications landscape. Finally, the course will consider the role played by state and federal agencies, such as state public utility commissions and the Federal Communications Commission, in developing and administering telecommunications policy.

The Department

LAW56694 Intellectual Property Licensing and Technology Transfer (Spring: 3)

Licensing of intellectual property assets has become a multi-billion dollar business annually, and many of the largest technology companies derive a significant portion of their revenue from licensing income. This course will provide an introduction to the licensing of intellectual property and negotiation of related agreements. Topics covered will include IP fundamentals, the foundations of IP licensing, licensing strategies, drafting, negotiation and enforcement. The course will include a mix of lecture and interactive workshops. No prior experience with intellectual property is strictly required, although students are strongly encouraged to take one or more IP courses either prior to enrolling or concurrently with the class. A technical background is not required.

S. James Boumil

Joseph Capraro

LAW56696 International Trade and Investment Law (Fall: 3)

This is an integrated and comprehensive course on the law, theory and policy of international trade and foreign investment law, which together comprise international economic law (IEL). The course will introduce students to the treaty-based WTO international economic law system, its principal agreements and institutions, its core doctrines, and some of its current policy questions. The course will also introduce students to the law of foreign investment, key doctrines, and the contemporary BIT system.

The course will conclude with an examination of current issues and challenges, such as IEL dispute settlement, IEL and development, IEL and the environment, and IEL and human rights.

The Department

LAW56697 Complex Litigation (Fall: 2)

This seminar will explore the procedures used for complex multi-party litigation focusing primarily on mass torts cases, e.g. asbestos litigation, and public interest injunctive litigation, e.g., employment discrimination, prison reform cases. The course will begin with a comparison of "ordinary litigation" and complex cases. Our goal will be to determine whether complex cases are cases whose only significant difference is that they are larger than other cases or whether complex cases are different in other significant ways. We will then consider issues such as joinder of claims and parties, and consolidation of multi-party cases. A primary focus of the course will be class actions. Although the course will be of use to the litigator, it will also emphasize evaluating the adequacy of current procedural mechanisms to handle complex litigation.

Mark Spiegel

LAW56810 Advanced Topics in Torts (Fall: 2)

This team-led seminar course builds on first year torts and will explore a range of advanced topics selected primarily by the class. After an orientation to current issues in Torts, students will select, in teams of 2–3, topics to explore in depth. The topics may include mass torts, multi-district litigation, class actions; the relationship between legal and regulatory standards (e.g., FDA and Tort duties); extrajurisdictionality; punitive damages; no duty issues; insurance and tort liability (including ethical issues of insurance defense attorneys); business torts; SLAP suits; constitutional torts; evidentiary issues; tort issues in personalized medicine, gene sequencing and new technologies; tort liability of gun sellers, etc. Each team will be expected to interview tort attorneys to build a deeper understanding of its topic and will lead a class.

The Department

LAW56824 Corporate Governance and Risk (Fall: 3)

Prerequisite: Corporations

This course focuses on corporate governance practices in the U.S. and their impact on risk taking by corporations and financial institutions. Students will gain a firm grounding in the principles of corporate governance including the role of state corporate law, securities law and oversight of the banking system. Topics covered will include the ownership structure of financial firms and professional gatekeepers, executive compensation practices, the role of directors, securities fraud liability, corporate recruitment policies, and shareholder activism. While exploring these topics we will review recent regulatory reforms including the Dodd-Frank Act. The only prerequisite is the basic corporate law course.

The Department

LAW57461 Human Rights Interdisciplinary Seminar (Spring: 3)

Cross listed with APSY7461, EDUC7461, THEO7461 and UNAS7461

Students wishing to apply for the seminar should submit a brief statement explaining their interest (no longer than 250 words) to humanrights@bc.edu with the subject-line "Human Rights Interdisciplinary Seminar." Please include your Eagle ID and academic discipline in the application. The application deadline is November 5, 2017. In the spring of 2018, the seminar's focus will be on the ethical, politico-legal, and psychosocial issues confronting those whose human rights are affected by torture, drones, sexual violence, forced

movement, deportation and migration. The differential effects of rights violations due to power based on "gender," "race," ethnicity and economic resources will be critically examined. We will also explore refugee movement and migration and the contours of asylum and other forms of protection, especially in the context of humanitarian crisis, war, and grave forms of economic injustice.

Daniel Kanstroom

Brinton Lykes

LAWS7703 Education Law and Public Policy (Fall/Spring: 3)

Cross listed with ELHE7103

Registration by LSOE students is by dept. permission only. LSOE students please contact the department by email elhe@bc.edu. Law students register through the normal Law School registration process.

This course addresses the political and legal aspects of the role of education in our democratic society. Provides an introductory survey of public policy issues and laws governing preschool, elementary, secondary, and higher education. Included are such topics as religious freedom, free speech, and due process; the liability of educational institutions and educators; the legal distinctions between private and public institutions; student and parent privacy rights; disability rights; and the promotion of educational equity among all groups regardless of gender, sexual orientation, language, race, religion, ethnicity, or socioeconomic background.

The Department

LAWS7708 Business Law and Health Care Enterprises (Spring: 3)

This seminar focuses on the business and corporate practices of health law. It covers legal issues involving private and government insurance, managed care, tax-exempt status, health care organizations, professional contracts, and labor relations. Evaluation will be based on a substantial paper, class presentation, and class participation.

The Department

LAWS7723 Partnership: Transactions, Planning, and Tax (Fall: 3)

Prerequisite: Tax I

This course will examine tax and economic issues associated with partnerships and limited liability companies. There will be occasional reference to substantive state partnership law as necessary to understand other concepts. Aimed at students interested in small business, venture finance, real estate, or general transactional work as well as taxation.

Linda M. Beale

LAWS7730 Ideology and the Roberts Court—The Religion Cases (Spring: 2)

In the first part of the seminar, we will examine the validity of ideological characterizations of the Supreme Court. The second part will be a consideration of analyses of the "Roberts Court," and whether it can be viewed as "conservative." To test whether the current Court is accurately described as conservative, the third part will consider whether religion cases that it has decided fit an ideological pattern. The field often presents the Court with divisive issues. Hobby Lobby (whether discriminatory practices might be protected by concepts of religious liberty) was highly controversial. Trinity Lutheran Church (pending) presents the equally controversial issue of state aid to religious institutions. In Hosanna Tabor Lutheran Church the Court dealt with the difficult question of judicial intervention in intra-church disputes. The three parts should help provide answers to important questions of Constitutional Law.

George Brown

LAWS7731 Administrative Law (Fall/Spring: 3)

This course will examine the legal framework for the work of administrative agencies. We will explore the sources of authority for agency action under the U.S. Constitution and will examine the accountability of agencies to the legislative and executive branches of government. The course will survey the procedures that agencies must follow when they engage in rulemaking, enforcement, and adjudication. We will study the role of the courts in overseeing agency action. This course is intended to introduce students to regulatory agencies in a variety of substantive fields of law, such as financial, environmental, healthcare, immigration, labor, to name a few.

David Wirth

LAWS7732 Church and State (Fall: 3 or 2)

This course will examine the multitude of legal and policy issues that flow from the "Religion Clauses" of the First Amendment (Establishment and Free Exercise). The prohibition on establishment raises important questions such as religion in schools, aid to religious schools, and governmental display of religious symbols such as crosses and the Ten Commandments. The guarantee of free exercise presents particular problems when the practices of minority religions vary from generally applicable norms. We will consider the intersection of religion and national security in the context of measures that seem to single out the Islamic faith for special scrutiny.

The Department

LAWS7733 Business Bankruptcy (Spring: 4)

This course explores business reorganization under Chapter 11 of the Bankruptcy Code. It also touches on Chapter 7 liquidation for business entities. It adopts a problem-solving approach. Secured Transactions is recommended but not required. Students should take this course if they plan to practice any type of business law—transactional as well as commercial litigation.

Ingrid Hillinger

LAWS7735 American Jury (Spring: 3)

This seminar will explore the jury system in the United States and in particular Massachusetts, in theory and in practice, in both civil and criminal proceedings. A variety of issues will be discussed including the history of the jury in the United States, jury composition, voir dire of prospective jurors by the judge and/or the lawyers, challenges for cause and peremptory challenges, trial issues and the jury, jury perceptions of the evidence, the roles of the jury and the judge, innovative techniques with respect to the jury (including the questioning of witnesses by jurors, interim commentary by counsel during the course of the trial, and discussion of the evidence during the trial by jurors), deliberations by the jury, jury nullification, the death penalty and the jury, the jury and scientific evidence, the requirement of unanimity, instructions of law by the judge to the jury, and the effectiveness of the jury in determining the truth.

The Department

LAWS7740 Current Topics in Regulatory Reform Seminar/Advanced Administrative Law (Spring: 2)

The seminar will explore administrative process reforms under the current White House and Congress. We will study reforms across a variety of fields (e.g., environmental, financial, health care) with focus on structural and process changes in the administrative apparatus. Likely covered topics include: new executive controls of administrative action, impact of greater use of the Congressional Review Act, legal process for rescission of rules, enhanced regulatory authority for states,

role of science in administrative decision-making, contours of legal authority for government re-organization, changes in enforcement policy, role of the budget in administrative action, and legislative efforts to change the administrative process. Attention will be given to regulatory reform efforts of previous administrations. Students will be expected to do written work and participate in class. Students electing the 3-credit option will be expected to research and write a more substantial paper (20 pgs) on a seminar topic, which will satisfy the ULWR.

Elizabeth Foote

LAWS7743 Estate Planning (Spring; 2)

Prerequisite: Estate and Gift Tax

This course provides a practical approach to estate planning, the process by which lawyers work with their clients to provide for the transfer property during life and upon death. Estate planning involves wills as well as trusts to provide for the care of minor children, establish charitable bequests and obtain favorable tax treatment. It also involves planning for succession of businesses and planning for retirement benefits and life insurance. We will be focusing on practical estate planning techniques as well as how an estate planner prepares documents to create a complete estate plan. Estate and Gift Tax is recommended; however, students can also take course with permission of the professor.

Ray Madoff

LAWS7746 Copyright (Fall; 3)

This course studies the ability of authors, publishers, artists, and others to control the distribution, sale, copying, and performance of their works. Topics will include the subject matter of copyright, requirements for copyright, proof of infringement and remedies. The course will cover the application of copyright law to music and literature as well as the rapidly developing use of copyright law to protect high technology products such as computer programs. Students interested in pursuing careers in high technology law should seriously consider taking classes in both copyright and patent law.

The Department

LAWS7747 Family Law (Fall; 3)

The practice of family law applies rights and duties to people who are in relationship to one another, either through love, obligation, or blood. Social norms, customs, and practices are constantly reimagining how and with whom these relationships are formed. This course looks at historical and contemporary ways by which families are formed, maintained, dissolved, and defined by law. The course in particular provides an overview of marriage, divorce, child custody, parental rights, and adoption.

The Department

LAWS7749 Immigration Law (Spring; 3)

U.S. immigration law involves such technical questions as how to obtain a visa, a "green card," citizenship and who is subject to deportation. It is also a "magic mirror" in which the highest aspirations and the deepest biases of American legal culture and history are reflected. This course explores both aspects of this complex area of law: the technical/legal and the political/philosophical. It involves constitutional law, administrative law, statutory interpretation, among other disciplines. There are traditional lectures, class discussions, in-class exercises, outside speakers, films, and court visits. The three-credit course requires class attendance, participation, and a final exam. More detailed information will be available in the first class. It is a pre- or corequisite for the Immigration Clinic.

The Department

LAWS7750 Corporations (Fall/Spring; 3)

This is the basic course in corporation law. It focuses on the governance structure of the corporation and the allocation of power and responsibility among shareholders, directors and officers. Topics covered will include corporate formation, choice of entity, shareholder voting fiduciary duties of officers and directors, insider trading, and the role of the corporation in society.

Scott FitzGibbon

Brian J.M. Quinn

LAWS7752 International Aspects of U.S. Income Taxation

(Spring; 3)

Prerequisite: Tax I

This course provides an introductory examination of the basic rules and policies bearing upon the taxation of international transactions. The course will cover the major U.S. income tax rules governing the taxation of foreign persons (including corporations) investing and doing business in the United States (inbound transactions) and the taxation of U.S. persons (including corporations) investing and doing business abroad (outbound transactions). The goal of the course is to provide an overview of the structure, issues and rules pertaining to the U.S. taxation of cross border transactions. The major issues examined include jurisdiction to tax, treaties, source of income, mechanisms for reducing or preventing double taxation of income, transfer pricing, and regimes that prevent deferral of U.S. income tax on certain types of income.

The Department

LAWS7753 Labor Law (Spring; 3)

What do the NFL, Major League Baseball and other professional sport leagues, the entertainment industry, the Writers' Guild, as well as large portions of the health care, hospitality, service and manufacturing industries, to name a few, have in common? Collective bargaining and the law governing that process regulates employment relations in all these industries. This course examines the Nation's basic collective bargaining statute, the National Labor Relations Act, the statute that provides the basic model for public-sector labor relations as well. Among other issues, this course examines the legal framework for bargaining, for dispute resolution through the grievance-arbitration process, the regulation of economic pressure tactics, union organizing and a series of Constitutional issues affecting this area. Current trends are highlighted and existing doctrine is studied in light of its demonstrated or likely impact. Evaluation by examination.

The Department

LAWS7759 Land Use Planning (Fall; 3)

This course will provide participants with a detailed and national review of the techniques used by local and regional governments to regulate the development of real property. Strong emphasis will be placed on the relationship among land use planning, land use law, and natural resources. We will focus in detail on numerous traditional land use planning controls (zoning, subdivision control, and health regulations) but spend considerable time analyzing the legal issues involved in the use of more innovative land use regulations (transfer of development rights, exactions, impact fees, and development agreements). Participants will become well-versed in all aspects of local, regional, and state land use controls and permitting procedures for residential and non-residential development.

Jonathan Witten

LAW57766 Consumer Law (Spring; 2)

Every time you use cash or credit to buy goods or services for personal use, Consumer Law governs your rights and responsibilities. This course provides a general overview of Consumer Law standards, and focuses on the tools available to attorneys representing consumers (and those defending companies) when consumer disputes arise. The course will consider the common law, statutory, and regulatory regimes that govern Consumer Law claims. We will also analyze the tactics and strategy involved in consumer protection litigation, by reviewing real examples and examining the choices available to both the businesses and consumer advocates in the ensuing court actions. Finally, we will focus on several specific substantive areas, including the sub-prime mortgage debacle, internet privacy, and credit card reform. Due to time constraints and the availability of other courses, this course will not cover personal bankruptcy. Grades will be based on an in-class examination.

*The Department***LAW57774 Securities Regulation (Spring; 3)**

Prerequisite: Corporations is recommended.

This course provides an overview of the federal regulation of the issuance and trading of stocks and other securities, focusing on the Securities Act of 1933 and the Securities Exchange Act of 1934. We will analyze the regulation of the public offering of securities and discuss the structure and operation of securities trading markets. Topics covered will include the disclosure regime for public companies, exemptions from the securities laws' registration requirements, and liability under the securities laws, including sanctions for fraud and insider trading.

*The Department***LAW57777 Taxation II (Fall; 3)**

Prerequisite: Tax I

Tax II explores the taxation of corporations. After a brief review of the other common forms for organizing a business and their distinctive tax treatments, the course focuses on the most important federal income tax issues relating to the organization, operation, liquidation and reorganization of publicly-traded corporations (and other "C" corporations). This includes the relationship between corporations and shareholders and the treatment of dividends and redemptions. The course is important for any student thinking of practicing in the general business area, even if she or he does not intend to become a "tax specialist."

*The Department***LAW57778 Taxation III (Advanced Corporate Tax) (Spring; 3)**

Prerequisite: Tax IA and Tax II

Tax III is the most advanced course in the tax curriculum (note that Tax I and Tax II are prerequisites). It deals with both taxable and tax-free corporate acquisition transactions, the treatment of net operating loss carryovers, single corporation reorganizations and an introduction to the consolidated return rules and subchapter S. Students will engage in a variety of projects including some mix of the following: negotiate the terms of an acquisition transaction, prepare drafts for a request for a private letter ruling from the IRS, and draft tax opinions letters.

*The Department***LAW5780 Tax Policy (Spring; 3)**

This course examines the legal, economic, and political considerations relevant to the formulation and implementation of federal tax policy. The specific issues will vary, but, in general, will deal with some or all of the following issues: the concept of income and the tax base;

defining efficiency and equity; ability to pay and progressivity; the tax expenditure concept; consumption taxation; the double taxation of corporate income; the estate tax; and current tax policy legislative initiatives.

*The Department***LAW5781 Legal Scholarship Workshop: Regulation and Business**

(Fall/Spring; 1)

Pass/fail

This workshop will feature presentations by five or six invited legal scholars of their works-in-progress concerning law, business, and the regulation of economic activity, broadly construed. Students will meet with one or more BC faculty conveners the week before each presentation to discuss the paper. (The faculty conveners are: Renee Jones, Patricia McCoy, Diane Ring, Shu-Yi Oei, and Natallya Shnitzer.) Students will prepare one-page response papers for each work-in-progress presented. Response papers will be shared with the authors. This workshop is designed for students who are interested in publishing during law school and in legal scholarship more generally. It is also well suited for students with an interest in economic regulation, business, and corporate governance.

*The Department***LAW5785 International Law (Fall; 3)**

This course is designed to familiarize students with the operation and institutional structure of the international legal system, the law of nations that govern relations among states. The first portion of the course, consisting of somewhat more than half of the semester, will address the principal attributes of the international legal system, including (1) sources of international law; (2) subjects of international law; (3) jurisdiction of states; (4) international adjudication and dispute settlement; and (5) the law of treaties. The remainder of the course, as time permits, will be devoted to special topics, including such subject matter as the law of the sea; the international law of human rights; the use of force in international law; and diplomatic and consular immunity.

*David Wirth***LAW5789 Entertainment Law (Fall; 3)**

Most entertainment law practitioners agree "Entertainment Law" has no set definition, but includes a hybrid of distinct areas of the law, including but not limited to, copyright, trademark, contracts, wills, estate planning, real estate, bankruptcy and intellectual property. Course focuses on the protection of IP and the contractual relationships between various parties in the Entertainment and Music Industry. A major focus will be analysis of the Copyright Act of 1976, as amended, the Digital Millennium Copyright Act, and the protection of IP and contractual rights in TV, film, music, books, etc. The relationship between the artist and his/her manager, agent, lawyer, and record company will be explored in great detail. Course will cover representation of artists and music labels and the problems they encounter. Students will participate in a group exercise where they negotiate a record deal on behalf of either the artist or the record label, and report back their terms to instructors.

*Christopher Broun***LAW5791 Food and Drug Law (Fall; 2)**

Enrollment is limited.

The Food and Drug Administration (FDA) regulates 25% of the U.S. economy and exerts decisive authority over the commercial availability of new therapeutic drugs and medical devices by controlling pharmaceutical patents, drug and device manufacturing and clinical research. The Agency plays a leading role in assuring the safety of food grown, imported and distributed in the U.S. and controls food labeling, including use of

the terms “organic” and “natural.” Through lecture, reading assignments and discussion, this course will provide background on the legislative authority which underlies FDA activities, the processes and procedures by which the Agency carries out its mandate and the public policy debates which deal with the tension between accelerating approval of new treatments for incurable diseases such as AIDS, cancer and Alzheimer’s disease and the demand to improve the safety of marketed drugs and foods.

Allan Green

LAW57792 Federal Courts (Spring: 3)

This course involves a study of the role of the federal courts in the operation of the federal system. It concerns questions of federalism (the appropriate distribution of power between the Federal government and the states) and questions of separation of powers (the allocation of authority between Congress and the Courts). Therefore to a large extent it is an applied constitutional law course about the structural relationships of government. The teaching method involves discussion of problems and cases with some reading of excerpts from law review articles. The problems are designed to consider how these issues arise in litigation. Two to three short written memos (2 to 5 pages) analyzing the problems will be required. The grade will be based upon the final exam.

The Department

LAW57797 Advanced Legal Research (Fall/Spring: 3)

Advanced Legal Research offers an in-depth, hands-on experience with the process of legal research. Students use a wide range of legal materials and devise practical techniques and strategies for using these materials competently and effectively. The goal of the course is to create self-sufficient legal researchers capable of analyzing and resolving legal problems effectively. Emphasis is placed on the types of legal sources and research not covered in the first year of law school (e.g., treatises, forms sources, administrative law, statutory research, legislative histories and legal practice materials). Both print sources and free and fee-based electronic sources are explored and critiqued. The course covers Westlaw, LexisNexis, BloombergLaw and other electronic sources

The Department

LAW57799 Independent Study (Fall: 1)

The Department

LAW57860 How Constitutions Change (Fall: 3)

Constitutions change in ways both seen and unseen. They change when political actors trigger the process of constitutional amendment in order to alter the constitutional text. They change when the Supreme Court interprets a constitutional provision in a way that departs from the prevailing understanding. They change also when the people topple the regime and adopt a new constitution. This advanced course in constitutional law will study the many forms of constitutional change—amendment, revision, interpretation, evolution and revolution—from comparative, doctrinal, historical, and theoretical perspectives. There will be a mix of lecture and discussion, with the objective of fostering a stimulating, challenging, and mutually-supportive setting for a productive, provocative and respectful exchange of ideas. The final examination will be essay-based.

Richard Albert

LAW58000 Ninth Circuit Appellate Project (Fall/Spring: 4)

The Ninth Circuit Court of Appeals permits supervised law students to brief and argue immigration cases brought by indigent clients who would otherwise be without counsel. The Court screens pro se cases and selects those that present important issues that deserve further development by counsel. Past cases have included asylum, withholding,

and CAT claims, immigration consequences of criminal convictions, and presented issues of first impression. The Court schedules the opening brief to be filed in September, the reply brief in December, and schedules oral argument before a panel of sitting judges in March of the same academic year. Students will travel to the scheduled court hearing to present oral argument. The Court then issues its decision based on the merits of the individual cases.

Kari Hong

LAW58035 Leadership, Communication and Social Justice for the Public Interest Practitioner (Spring: 3)

**Satisfies Perspectives on Justice and the Law Requirement
Satisfies 3 credits of the Experiential Course Requirement**

This interdisciplinary course develops public interest practitioners who have an understanding of the dynamics of leadership and change and the ways in which lawyers and other professionals work with and in groups and systems to pursue social justice. Drawing from critical communication theory, law and social justice literature, and group relations training for leadership, students study their own leadership and group dynamics as a way to learn about the larger dynamics that exist in more complex systems in the world. Students form and work in teams, and teamwork and course work culminates in a change project. The course is open to students in the Law School, the Boston College School of Social Work and qualified juniors and seniors in the Communication Department.

Marcus Breen

Evangeline Sarda

LAW58055 Introduction to Practice in the Criminal Justice System (Spring: 3)

In this class, students will engage in various aspects of a simulated criminal trial, which will give students the opportunity to develop some of the lawyering skills inherent in criminal practice, including how to interview clients, argue motions, engage in plea negotiations, break down a statute, fact investigation, and plan for a trial. Students will also be confronted with the important ethical issues that face counsel in criminal cases. The course will begin with an overview of the Criminal Justice System, including perspectives from various system mechanisms—police, court system, prisons, defense attorneys and prosecutors. As this is an introductory course, it is necessary to introduce a variety of law school courses including professional responsibility, criminal law and criminal procedure. The goal is to have students become familiar with the criminal justice system, gain experience through simulations and think critically while performing tasks within the practice of criminal law.

Robert Bloom

Stuart Hurowitz

LAW58075 Mobile App Development: Legal Contributions (Spring: 3)

The focus of this experiential course is on the role the attorney can play in the development and launch of mobile applications, including key skills needed for communications with executives and various stakeholders. Legal issues and strategies to be covered include: obtaining necessary third-party licenses and considering work around options when such licenses are not available or are cost-prohibitive, compliance with applicable laws and regulations, deal structure and key terms for contracting with outside developers, and intellectual property protection strategies—offense/enforcement and defense/clearance.

Sayoko Blodgett-Ford

LAWS8118 Environmental Legal Research (Fall: 2)

This course is designed as an in-depth look at the legal resources and research techniques used in the practice of environmental law. Strong emphasis on administrative law and the rulemaking process, legislative history, and government documents. Course will also review basic case law and statutory research. Students are exposed to strategies for using these materials competently, effectively, and economically in the research process to enable them to develop research skills necessary to be a successful environmental lawyer. Ungraded exercises allow students to track their progress in learning the materials. Class is completed in the first two-thirds of the semester so that students are able to apply knowledge gained in this class to more easily and effectively research papers for other classes and to journal work.

Joan Shear

LAWS8127 Intellectual Property Research (Spring: 2)

This course is designed as an in-depth look at the legal resources and research techniques used in the practice of intellectual property law. Course will cover basic legal research techniques involving the U.S. Constitution, statutes, cases, and regulations and how they relate to IP practice. IP specific research tools and techniques involved in patent and trademark practices will also be included. Students are exposed to practical techniques and strategies for using these materials competently, effectively, and economically in the research process to enable them to develop research skills necessary to be a successful lawyer in an IP practice. Grade will be based on class participation, effort on ungraded research exercises and performance on graded research exercises.

The Department

LAWS8128 Tax Law Research (Fall: 2)

Students will master research sources and methods in the area of federal tax, including federal statutory and legislative history research, regulatory process and regulatory publications. Students will master techniques of state-level tax research, including state statutory and regulatory resources. Students will be introduced to international and foreign law tax research sources. Emphasis is placed on the technology and tools used by practitioners, including BloombergLaw, CCH Intelliconnect, IBFD, RIA Checkpoint, BNA Tax Portfolios, LexisNexis, Tax Analysts and Westlaw. Students will receive instructor feedback on short ungraded assignments.

MaryAnn Neary

LAWS8130 Advanced Legal Research (Fall/Spring: 3)

Advanced Legal Research offers an in-depth, hands-on experience with the process of legal research. Students use a wide range of legal materials and devise practical techniques and strategies for using these materials competently and effectively. The goal of the course is to create self-sufficient legal researchers capable of analyzing and resolving legal problems effectively. Emphasis is placed on the types of legal sources and research not covered in the first year of law school (e.g., treatises, forms sources, administrative law, statutory research, legislative histories and legal practice materials). Both print sources and free and fee-based electronic sources are explored and critiqued. The course covers Westlaw, LexisNexis, BloombergLaw and other electronic sources

The Department

LAWS8140 Introduction to Civil Litigation Practice (Spring: 3)

This course provides an introduction to civil litigation practice, with emphasis on the word "practice." The 1Ls enrolled will bring a basic knowledge of Civil Procedure, plus lifetime perceptions of how

civil litigation is conducted, and a personal sense of morals and ethics. The course will provide an understanding of skills involved in litigating a civil case through the stages preceding trial, with an emphasis on the interrelationship of those skills with the litigator's professional responsibilities to clients, colleagues, opponents, judges and others. In addition to discussions and guest presentations by experienced litigators, students will perform litigation skills—client interviews, negotiations, depositions and courtroom advocacy—based on a hypothetical factual scenario. The combination of teaching techniques will provide insight into the real world of civil litigation while fostering skills that are important for all practitioners to master, whatever field they choose to enter.

Brandon White

LAWS8236 Representing Inmates at Prison Hearings Seminar

(Fall: 1)

Corequisite: Must be concurrently enrolled in LAWS8239

Seminar that accompanies LAWS823901 Representing Inmates at Prison Disciplinary Hearings.

The Department

LAWS8250 Administrative Law Externship Seminar (Fall: 1)

For students who are enrolled in a law practice externship in the administrative law area, this is the co-requisite seminar.

The Department

LAWS8252 Business Immigration Law Externship Seminar (Spring: 1)

This one credit seminar is required of students who are enrolled in an externship in the Business Immigration Law field.

The Department

LAWS8254 Corporate Counsel Externship Seminar (Fall: 1)

The Corporate Counsel Externship Program is a tethered externship. Students with participating placements will be automatically enrolled in Prof. Brian Quinn's Corporations class, as well as the Corporate Counsel Externship Seminar. Students enrolled in this program will have the benefit of a doctrinal course focused on corporate law issues, a dedicated faculty member and cohort of fellow students participating in similar placements, and the opportunity to bridge theory with practice. The seminar meets once every other week and is intended to provide students with an opportunity to reflect on their experiences working in the setting of a corporate counsel's office.

The Department

LAWS8263 BC Innocence Clinic (Spring/Fall: 6)

Prerequisite: Criminal Procedure and Evidence recommended.

Students in BC Innocence clinic work with faculty supervision on post-conviction screening and/or litigation of cases of prisoners who assert their innocence. Case screening involves review of trial transcripts, pre-trial discovery, appellate and post-conviction briefs, and judicial opinions, as well as factual and forensic research, to determine whether scientific testing or other investigative leads could establish a strong likelihood that the prisoner is factually innocent. Students produce a memorandum analyzing the case and making a recommendation as to whether post-conviction litigation should be pursued. Students engaged in litigation research and draft motions for various types of post-conviction relief with supporting memoranda and affidavits. Class component is devoted to case-rounds and development of legal, professional, and ethical skills in the context of post-conviction innocence work. Students spend 10–12 hrs/week outside of class time on casework.

Charlotte Whitmore

LAW58267 Community Enterprise Clinic (Fall/Spring: 4)

Prerequisite: LAWS7750 Corporations

Corequisite: LAWS3336 CEC Seminar

This course introduces students to transactional legal work on behalf of low- and moderate-income entrepreneurs, small businesses, nonprofit organizations, and first-time home buyers. The fieldwork is based at the Law School's Legal Assistance Bureau located in the new Center for Experiential Learning on campus. Students will perform all of the legal work and interact with the clients. Students will be assigned to work with entrepreneurs with business-related legal needs; with emerging, community-based small businesses facing corporate, employment or similar legal issues; with nonprofit organizations or groups seeking assistance to establish a tax-exempt organization; and first-time home buyers. For fieldwork purposes students will be assigned seven or ten office hours per week at the clinic, depending on the number of credits chosen by the student. A weekly seminar will address substantive law, ethical issues, and legal skills. The fieldwork is complemented by a weekly seminar.

Paul Tremblay

LAW58268 Community Enterprise Clinic Class (Fall/Spring: 2)

Prerequisite: LAWS7750 Corporations

Corequisite: LAWS3336 CEC

Clinical Education

A weekly seminar will address substantive law, ethical issues, and legal skills.

Paul Tremblay

LAW58271 Judge and Community Court Seminar (Fall: 2)

This seminar examines through participant observation the functioning of the judicial process in our first-level or community courts. Students undertake this study of judicial performance through clerkship-like fieldwork placements with judges of the Boston Municipal, District, Juvenile, Housing and Land Courts. Students are available to assist their judges with legal research and writing. Students are expected to observe and assist their judges eight hours/week (one full day or two mornings) for which they receive two clinical (pass-fail) credits. The weekly classroom sessions cover the full range of issues which trial judges encounter on a daily basis, including judicial ethics, sentencing policy, ADR, jury management and treatment courts. A twenty page paper describing some aspect of the judiciary's work in these courts is required and serves as the basis for the two graded credits.

John Cratsley

LAW58273 Advanced Innocence Clinic (Spring/Fall: 4)

The Department

LAW58302 BC Defender Program Seminar (Spring/Fall: 2)

Prerequisite: Evidence or Trial Practice, Criminal Procedure

The weekly defense class involves readings, discussions, role-plays, case rounds, mock trials and hearings, and reflections on the students' experiences, their clients and cases, professional ethics, the role of the public defender, and other issues relating to the criminal justice system.

Lisa Grant

Frank Herrmann, S.J.

LAW58303 BC Defender Program Clinic (Spring/Fall: 4)

Prerequisite or Corequisite: Criminal Procedure and Evidence or Trial Practice

Corequisites: LAWS4424 Criminal Justice Clinic Joint Class;

LAW56605 BC Defender Program Seminar

The BC Defender program is a full-year criminal defense clinic and a weekly seminar class. Practicing under faculty supervision pursuant to SJC Rule 3:03, BC Defenders represent clients charged with crimes and probation violations in the Boston Municipal Court (Dorchester Division). In the course of representing their clients, students broaden their own life experiences and develop professional skills, including interviewing, counseling, investigation, legal research and writing, collaborating, negotiating, oral advocacy, case organization and management, and trial skills.

Lisa Grant

Frank Herrmann, S.J.

LAW58304 BC Defender Program Clinic (Spring/Fall: 4)

Prerequisite: Prerequisites or co-requisites: Criminal Procedure and Evidence or Trial Practice

The BC Defender program is a full-year criminal defense clinic and a weekly seminar class. Practicing under faculty supervision pursuant to SJC Rule 3:03, BC Defenders represent clients charged with crimes and probation violations in the Boston Municipal Court (Dorchester Division). In the course of representing their clients, students broaden their own life experiences and develop professional skills, including interviewing, counseling, investigation, legal research and writing, collaborating, negotiating, oral advocacy, case organization and management, and trial skills.

Frank Herrmann, S.J.

LAW58305 BC Defender Program Seminar (Spring/Fall: 2)

Prerequisite: Evidence or Trial Practice, Criminal Procedure

The weekly defense class involves readings, discussions, role-plays, case rounds, mock trials and hearings, and reflections on the students' experiences, their clients and cases, professional ethics, the role of the public defender, and other issues relating to the criminal justice system.

Frank Herrmann, S.J.

LAW58306 BC Law Prosecution Clinic (Fall: 4)

The Prosecution Program is a one-semester course offered only in the fall. Students enrolled in this clinic work within a local District Attorney's Office 2-3 days each week, handling a variety of misdemeanor and minor felony charges from arraignment to bench trial. Students are responsible for their own cases in court and meet weekly with a faculty supervisor for case preparation and supervision. Students' court experiences provide the basis for a close and critical examination of their role and their impact on the criminal justice system.

Evangeline Sarda

LAW58307 BC Law Prosecution Seminar (Fall: 2)

Prerequisite: Strongly recommended: Evidence, Criminal Procedure, Trial Practice

This weekly seminar focuses on the development of lawyering skills, the formation of professional identity, and the study of the prosecution function.

Evangeline Sarda

LAW8313 Immigration Law Clinic (Fall: 6)*Prerequisite:* LAW57749 Immigration Law

Students in the Immigration Clinic represent noncitizens in removal proceedings before the Immigration Court, which involves arguing bond motions for detained clients, conducting examination of witnesses, raising evidentiary objections and arguing points of law. Students represent noncitizens in applications for legal status before the U.S. Citizenship and Immigration Services (CIS) office. Cases vary, but may include asylum and relief based on fear of persecution in the country of removal, waivers of deportation for long-term residents of the U.S., adjustment of status for noncitizens with U.S. citizen or permanent resident family members, visas for victims of violent crimes who have assisted in the prosecution of such crime, relief for noncitizen victims of domestic violence and visas for juveniles who have been abused, abandoned or neglected. Students conduct "Know Your Rights" presentations for noncitizens who are detained by the Immigration and Customs Enforcement (ICE).

*The Department***LAW8316 Advanced Immigration Clinic (Spring/Fall: 6)**

A continuation of LAW8313 Immigration Clinic.

*The Department***LAW8327 Criminal Defense Externship (Spring/Fall: 4)**

This externship provides students interested in exploring a career in criminal defense the opportunity to spend 16 hrs./week working directly with criminal defense lawyers. Externship placements will likely include the Federal Public Defender's Office, CPSC-Superior Court, and several top-ranked Boston criminal defense firms. Students enrolled in the externship will also take the concurrent Criminal Defense Externship seminar.

*The Department***LAW8329 Juvenile Rights Advocacy Project Clinic (Fall/Spring: 5)**

Students will represent, as Attorney or Guardian-ad-Litem, youth involved in the justice system on legal issues related to dependency, status offense, delinquency, or special education cases. There is an emphasis on education law in JRAP cases. JRAP In-House students will be exposed to some of the following: special education advocacy (team meetings, hearings, appeals), school disciplinary proceedings, administrative advocacy with the state Departments of Youth Services (DYS) and Children and Families (DCF), and Juvenile Court advocacy. Cases are primarily in Middlesex County.

*The Department***LAW8425 Semester in Practice (Fall/Spring: 10)***Corequisite:* Must be concurrently enrolled in LAW54459

The Semester in Practice (SIP) is an externship available to students in the upper level. Students work in legal externships in placements approved and monitored by the law school. These may take place in (but are not limited to) federal, state or local agencies, not-for-profit organizations or non-governmental organizations. Students also meet in a weekly accompanying seminar. Credits for the placement is determined by the number of hours worked.

*The Department***LAW8426 Mediation (Fall/Spring: 3)**

An introduction to the theory and practice of mediation necessary to understand the mediation process from the perspective of a mediator or as an advocate representing clients in the mediation process. Mediation is an assisted negotiation with the mediator acting as a third party neutral facilitator. Beginning with a review/overview of

interest based negotiation, mediation theory, and the role of mediation in the legal system, then course progresses to include a skills training component of simulate cases with students participating as mediators and parties. The mediation process is examined and various skills and techniques of the mediator are taught. Understanding ethical practice and legislating related to mediation is an integral part of the course.

*The Department***LAW8427 Semester in Practice Seminar (Fall/Spring: 3)**

The SIP Seminar brings together extern students for a weekly discussion of common practice issues and seminar discussions of current issues in the practice of law, such as changes in the U.S. legal profession, the adversary system, and unmet legal needs. The goal of the seminar is to develop better understanding of the forces that shape a lawyer's professional identity and to learn to become a reflective legal practitioner. This course enables students to bridge the gap between law school and practice. Students keep a daily journal and share their entries weekly with the instructor. Students are required to write a substantial 20–25 page paper on a topic approved by the professor in lieu of an exam. Enrollment by lottery.

*The Department***LAW8429 Semester in Practice D.C. Seminar (Fall/Spring: 3)**

This required seminar is a corequisite for students participating in the Semester in Practice: DC externship program.

*The Department***LAW8449 London Semester in Practice (Spring: 10)***The Department***LAW8450 London Semester in Practice Seminar (Spring: 3)***The Department***LAW8452 Adv Evidence: Trial Objections (Spring: 3)***Prerequisite:* LAW59996 Evidence

The goal of this course is for students to understand how the rules of evidence operate in practice by providing them with the experience of trying to admit or to keep out evidence in a mock trial setting. This is done through a problem approach with particular attention paid to laying the foundation for admission of evidence during examination of witnesses. Topics include exceptions to the hearsay rules (admitting business records, prior recollections, etc.); laying foundation for the admissibility of expert and lay opinion; impeaching witnesses through character evidence and prior inconsistent statements; authenticating physical exhibits; and using chalks, demonstrative aids and diagrams. Students will perform weekly in-class simulations.

*The Department***LAW8471 Appellate Advocacy (Spring: 3)**

This course will offer hands-on experience and explore in depth the craft of appellate advocacy. Topics include: the rules and mechanics of the appellate process; formulation of strategies on appeal, use of the appellate record, brief writing; and oral argument. One of the class sessions will be held at the Adams Courthouse, where the students will attend an oral argument and then meet for a post-argument discussion. Students apply what they have learned to the drafting of an appellate brief based on an actual court record. The brief is written in stages and followed by one-on-one critiques. Students also present an oral argument which will be critiqued and may be videotaped. Students will be graded on the basis of their brief, oral argument and class participation.

Rosemary Daly

LAWS8472 Advocacy Competitions (Fall/Spring: 3)

This is the companion class to the national moot court teams. Enrollment and attendance in this class is mandatory for all members of a national team. The goal of the class is to help prepare students for not only for their individual competitions but also for litigation practice. The class is divided into three parts: overview of the moot court experience, appellate written advocacy and oral advocacy. The class will meet formally during the fall semester until October 15. The class will reconvene in the first half of the spring with their team coaches for oral advocacy/moot sessions until the competitions are complete. Students should expect an "incomplete" grade until they have completed their moot court experience (February/March).

Rosemary Daly

LAWS8550 Trial Practice (Fall/Spring: 2)

Prerequisite: Completion or current enrollment in Evidence.

There are several sections of trial practice, which are taught by adjunct faculty who are judges or practitioners. Each instructor selects his/her own readings and exercises, but the coverage of the sections is quite similar. All require students to prepare and to perform aspects of jury trial—opening and closing arguments, and direct and cross-examination. The course is designed to develop practical skills and to build an appreciation for the relationship between substantive law and strategy and tactics in litigation. This section includes both civil and criminal trial exercises. Students also participate in a mock trial held in a real courtroom. All sections focus on trial advocacy; some also consider some pre-trial skills, such as discovery depositions. All sections have limited enrollments.

The Department

LAWS8620 Advising the Entrepreneur (Fall: 3)

Prerequisite: Corporations, Intellectual Property course (IP Survey, copyright, trademark, or patent). Permission of the instructor is also possible, depending on background.

An introduction to the complex challenge of advising entrepreneurs who are planning or developing a new business. It has two principal components. First, law students attend classes at the law school devoted to the development of legal knowledge and counseling skills related to the advising of new businesses. Second, law students meet with entrepreneurs and business owners, typically, actual clients of the course instructors who become clients of the Law School's Community Enterprise Clinic for purposes of the class, to develop a plan of legal assistance focused on the legal aspects of the client's emerging business. This advising will take place under the supervision of the course's faculty. Each law student will meet and counsel one or two clients, participate in class discussion of the issues raised by these meetings, complete a drafting exercise, and write a final memorandum concerning the legal issues raised for each client.

Lawrence Gennari

Jeremy Marr

LAWS8701 Administrative Practice (Spring: 3)

This course focuses upon the skills needed to practice law in front of administrative agencies. Much of law school focuses upon statutory interpretation and courtroom practice. But state and federal agencies make far more rules each year than legislatures, and adjudicate far more cases than the judiciary. Agencies develop much of the law that governs our daily life, including many high-profile issues such as immigration, financial reform, and environmental protection. In this course, you will

learn about agency rulemaking and adjudication through simulated proceedings, which will culminate in each student filing comments in a live proceeding before a federal or state agency.

Daniel Lyons

LAWS8765 International Legal Research (Fall/Spring: 2)

International Legal Research aims to provide students with in-depth and hands-on experience with the general process and sources of international and foreign legal research. Students will learn to use a variety of specialized legal research tools, both online and in print, to locate and evaluate the major sources of public international law, i.e., treaties, customary international law, and general principles of law. Decisions of international courts and tribunals, and official documents of international organizations (United Nations, European Union, WTO, etc.) will also be examined. The course will also cover special topics in international law, e.g., private international law, international human rights, international trade law and commercial arbitration. Grades will be based on 3 take-home assignments. Recommended for students interested in international legal practice, members of the Jessup Moot Court team, and the staff of the BC ICLR.

The Department

LAWS8813 Corporations Lab (Fall: 1)

This course must be taken in conjunction with Corporations (Quinn). The Corporations Lab Option is intended to provide students with a real-world corporate law experience. The Lab is organized around a central activity: the incorporation and organization of a Massachusetts corporation. Students in the Lab will undertake all the steps required to incorporate and then organize a Massachusetts corporation. In addition to making the required filings with the Secretary of State of the Commonwealth of Massachusetts, students will also create a "board book" that will include all the relevant corporate documentation related to the new corporation. Students will also organize and run a shareholder meeting before the end of the semester. At this meeting, shareholders will vote to approve a dissolution of the corporation. Students will then make the required filing with the Commonwealth.

Brian Quinn

LAWS8823 Life Cycle of a Chapter 11 Restructuring Case (Spring: 3)

Prerequisite: Business Bankruptcy

Chapter 11 cases require lawyers for troubled companies and related parties (creditors, employees, vendors, customers, shareholders and others) to evaluate alternative strategies to maximize value and to minimize losses (or to push those losses onto others). In this interactive course, we'll use an actual case (in which the professor represented the debtor) to allow students to set and critique strategy; write recommendations to the Board and motion papers from opposing sides; argue positions; negotiate a chapter 11 plan outcome; and try to reconcile some of the competing legal and social implications of corporate restructuring (for example, should poorly managed companies be left to fail? What if that means the loss of the best employer in a small town? Should vulture funds be allowed to take advantage of distressed situations?).

The Department

LAWS8834 Judicial Process: Appeals (Spring: 6)

Judicial Process is a course which allows a student to sit as law clerks two days per week with Massachusetts Superior Court Judges (Trial Court). Students will be assigned to individual judges. It is expected that the student will perform one day doing assignments and the second day

observing. There will opportunity to work with more than one judge. Students will therefore have the opportunity to observe and work directly with different judges and thereby learn from different judicial styles and perspectives. There will be a bi-weekly two hour seminar meetings, which will be used to discuss various topics including the following: selection and discipline of judges; role of the jury; and a critique of the adversary system.

Robert Bloom

LAWS8835 Judicial Process Appeals Seminar (Fall: 3)

The Department

LAWS8838 Judicial Process (Fall: 5)

Department permission.

Robert Bloom

LAWS8852 Constitutional Politics (Fall: 2)

Prerequisite: Constitutional Law I

This is a seminar on the process of constitutional amendment in the United States. We will explore the many ways in which the United States Constitution has changed since its adoption as a result of both formal and informal amendments. We will study Article V of the Constitution, which sets the rules for formally amending the Constitution. We will analyze the role of political actors in changing the text and meaning of the Constitution. Additionally, we will discuss the future of the Constitution, specifically whether and how it should be reformed. This course will be conducted as a seminar discussion. One student will be designated as a discussion leader for each seminar meeting and will co-lead that particular seminar meeting with the Professor. Evaluation will be based on a take-home examination.

The Department

LAWS8856 Attorney General Clinical Program (Fall/Spring: 3)

Corequisite: Students register for two components at a time—LAWS8856 and LAWS8858 in the fall and the same again in the spring.

See course description at Attorney General Clinical Program Seminar.

Thomas Barnico

LAWS8858 Attorney General Clinical Program Seminar (Fall/Spring: 3)

Prerequisite: Must have taken or be enrolled in Evidence or Trial Practice

Corequisite: LAWS8856 Attorney General Clinical Program

The AG Clinical Program is a full-year clinical experience in civil litigation in the Massachusetts Office of the Attorney General. Students work directly with assistant attorneys general in the representation of state agencies and officials in state and federal courts. The clinic teaches includes the following types of legal work: (1) the drafting of pleadings, motions, discovery, and other litigation documents; (2) legal research and writing of briefs in the trial and appellate courts; (3) oral argument in the state courts; and (4) other litigation tasks. Students will be assigned to one of two Divisions in the Government Bureau, either the Administrative Law Division or the Trial Division. Students assigned to the Administrative Law Division will work on cases involving administrative and constitutional law, federal courts, and statutory construction. Students assigned to the Trial Division will work on cases involving employment, tort, contracts and eminent domain and land use law.

Thomas Barnico

James Sweeney

LAWS8876 Criminal Justice Clinic Class (Fall: 2)

Prerequisite or Corequisite: Criminal Procedure and Evidence or Trial Practice

The Criminal Justice Clinic class brings together students enrolled in the BC Defender Program and the BC Law Prosecution Program for a weekly class in which they share their insights and experiences, compare professional roles, and examine the functioning of the criminal justice system and measure it against conceptions of fairness and justice. Students and faculty from both programs participate together in skills training simulations, presentations, field trips, and conversations with experienced criminal justice professionals. In addition to readings and other assignments, students write weekly journals reflecting on and integrating their clinical and classroom experiences.

Frank Herrmann, S.J.

Evangelina Sarda

LAWS8887 BC Innocence Project Externship (Spring: 4)

Prerequisite: Criminal Procedure and Evidence recommended.

BCIP Program Overview: Students enrolled in the BCIP study the problem of wrongful convictions and provide pro bono legal assistance to prisoners who maintain their innocence. Students in the program choose from a menu of supervised experiential educational opportunities (including both an in-house clinic at the Law School and externship placements at the New England Innocence Project and the Committee for Public Counsel Services) and bring those experiences to bear on their studies in the spring semester Wrongful Convictions course taught by Professor Beckman.

Sharon Beckman

Charlotte Whitmore

LAWS8900 Real Estate Development and Finance (Fall: 3)

The course, clinical and practical, explores a lawyer's role and responsibilities, and the myriad of transactional documents and agreements, in residential and commercial real estate transactions from offers through acquisition and loan closing. The course examines, dissects and teaches how to represent buyers, sellers and lenders during the due diligence, development and permitting, and the financing phases of a real estate transaction. The course teaches practical lawyering skills such as drafting, negotiation and problem solving. A variety of ethical issues are reviewed. Commercial leasing transactions, zoning, environmental and due authorization opinion letters, and zoning and environmental law and considerations in sale, lease and finance transactions are taught. Case studies are presented and negotiation exercises conducted to summarize the areas of real estate law studied and to explain how the legal principles, cases, and issues work in real-life situations.

Howard Levine

LAWS8910 Litigation Skills: Fact Development (Fall: 2)

Instruction in the theory and fundamental skills of pre-trial advocacy in civil cases. Subjects to be covered include interviewing, fact investigation and analysis, case valuation/risk analysis, client counseling, pleading, discovery, and motion practice. Professional responsibility issues will be considered throughout the course. Grading is weighted heavily toward class participation. In addition, students must maintain a "case file," consisting of a 1-inch 3 ring binder. This binder will be submitted for grading at the end of the course.

Michael F. Mahoney

LAW\$8920 Civil Motions Practice (Fall: 3)**Enrollment limited to 20 students.**

Practical training in oral and written advocacy with respect to a wide variety of civil motions, including temporary restraining orders, preliminary injunctions, motions for real estate attachments and other prejudgment security, motions to dismiss, discovery motions, motions for summary judgment, motions in limine, and a wide variety of miscellaneous motions. In addition to arguing several motions, each student will present a written memorandum of law with respect to a motion for summary judgment.

*Raymond Brassard***LAW\$8930 Dispute Negotiation (Fall/Spring: 2)**

This is an experiential course in which students will be active participants, negotiating cases on a weekly basis. The subject matter of the disputes will include: commercial transactions, gender bias issues, criminal plea bargaining, family law matters, personal injury cases, and other disciplines. Students will be introduced to the art of negotiating, reading body language and micro-messages, interviewing clients and reaching common ground with adversaries. The work will be critiqued as actual student negotiating sessions are taking place, all in an effort to familiarize students with various techniques, strategies, tactics, persuasive skills, and effective demeanor involved in successful negotiations. Although there will be some lectures, the emphasis of the course is learning by doing.

*The Department***LAW\$8978 Civil Litigation Clinic (Fall/Spring: 4)***Prerequisite:* Students must take or have taken Evidence.

This civil clinical course allows students the opportunity to practice law under the close supervision of clinical faculty at the BC Legal Assistance Bureau (LAB). Students are legally certified to advise and represent clients in every aspect of civil litigation. Practice areas are family law, landlord-tenant, and public benefits appeals. Clinical faculty provide thorough feedback about students' work at all stages in order to help them build on their skills and learn from their experiences, including written feedback at both mid-semester and end of term. Seven-credit students are expected to spend an average of 20-25 hours/week on clinic matters; ten-credit students average 30-35 hours/week. Pass/fail and variable credit options can only be exercised at the beginning of the term. Enrollment, by lottery, is limited to 18 students in the Fall, and 12 in the Spring.

*The Department***LAW\$8979 Civil Litigation Clinic Class (Fall/Spring: 2)***Prerequisite:* Students must take or have taken Evidence.**Selection by lottery.**

Students enrolled in the Civil Litigation Clinic also participate in a weekly seminar where issues related to students' actual cases are examined. The practical, legal and ethical issues of lawyering are explored in detail through discussion, simulations, and review of video recorded portions of students' meetings with their clients. In addition to class participation, students draft four reaction papers during the term, reflecting on their lawyering, systemic challenges, and social justice issues which they have observed. Students receive the same grade for both their clinic and seminar work. Pass/fail can only be exercised at the beginning of the term.

*Alexis Anderson**Alan Minuskin***LAW\$9735 Faith, Morality, and Law (Fall: 3)****Cross listed with THEO7735**

Looks at the relationship between faith, morality, and law at key points in the Christian tradition and in relationship to contemporary issues. Section one examines the relationship between moral law and Christian life by looking at key passages from the New Testament in their historical context and classic Protestant and Catholic views of the subject. Section two considers the relationship of law and morality in a pluralistic society. Section three looks at responsibilities of Christians who find themselves in an unjust legal system. We will consider the possibilities and limits of civil disobedience and the call to martyrdom.

*Cathleen Kaveny***LAW\$9916 Philosophy of Law: Children and Families (Fall: 2)****Meets Upper-level Writing Requirement (if taken for 3 credits) and Perspectives.**

What is a child? What is a family? How does the law constitute childhood and the family? How has this constitution evolved? What place are children given in theories of social justice? How do conceptions of personhood see children? How do conceptions of rights conceive of children as subjects? What rights are recognized and denied children when they're not considered full persons? What authority and duties the state, families, schools, and other institutions have vis-à-vis children? What rights do children have vis-à-vis them? What rights should they have? The course systematically exposes students to the legal foundations of childhood and family life. In the process, aspects of law not otherwise visible are revealed. No previous exposure to philosophy or children/family law is assumed. Graded on final paper. Students/auditors from other departments/universities are welcome.

*Paulo Barrozo***LAW\$9917 Philosophy of Law: Future of International Law (Fall: 3)****May be taken pass/fail. 3-credits with possibility of 4th credit (additional 15-pages paper).**

Taking globalization and the constitutional structure of the global order as points of departure, the course reflects on the future of international law as humanity's emerging global law of freedom, equality, development, dignity, solidarity, progress, peace, and justice. International law is a creation of interest-charged contexts the curvatures of which are shaped by constellations of values. In the course we will enter these contexts in order to understand them and to be as critical and constructive as we are able to. Readings include decisions from international and transnational courts as well as theoretical works on international law and relations. Students from all schools and departments are welcome to enroll or audit.

*Paulo Barrozo***LAW\$9918 Employment Discrimination (Spring: 3)**

Employment Discrimination Law will focus primarily on the landmark Title VII of the Civil Rights Act of 1964, forbidding workplace discrimination because of race, color, religion, gender, or national origin. Like most such legislation, the language leaves enormous discretion in the courts to interpret the prohibitions, define the terms like "discrimination," "because of," etc., and formulate methods of proof and a remedial structure. We will study cases, work through problems, and explore the policy implications of judicial monitoring of workplace decision-making.

The Department

LAW5922 American Legal History (Spring: 3)

This course surveys major developments of American legal culture, legal institutions, and the Constitution: (1) the seventeenth-century and British colonization (founding ideas of law and legal institutions; regulation of the family; the witchcraft trials; indentured servitude and slavery; property law; and legal practice and education); (2) the founding period (the legal formation of the United States); (3) the early nineteenth-century and Civil War (antebellum legal culture; the corporation; the Cherokees cases; antislavery and the Fugitive Slave Law; the Civil War and emancipation); (4) Reconstruction to the twenty-first century (women's suffrage; race relations; labor, property, and the corporation; legal education and the legal profession; the rising importance of rights; Reagan conservatism).

The Department

LAW5925 Mediation (Fall: 3)

An introduction to the theory and practice of mediation necessary to understand the mediation process from the perspective of a mediator or as an advocate representing clients in the mediation process. Mediation is an assisted negotiation with the mediator acting as a third party neutral facilitator. Beginning with a review/overview of interest based negotiation, mediation theory, and the role of mediation in the legal system, then course progresses to include a skills training component of simulate cases with students participating as mediators and parties. The mediation process is examined and various skills and techniques of the mediator are taught. Understanding ethical practice and legislating related to mediation is an integral part of the course.

The Department

LAW5926 Tax I (Individual Income Taxation) (Fall/Spring: 4)

Taxation I is the basic introductory course in federal income taxation. In contrast to courses in the first year, it is principally a statutory course, dealing with the Internal Revenue Code and the Regulations. The focus of the course is divided between mastery of the technical tax principles and understanding of the basic policy judgments which are implicit in those principles. For a student who takes no additional tax courses, Taxation I should provide an overall understanding of how the federal income taxation system functions. For students desiring to continue their studies of tax, Taxation I develops the themes which will be recurring in later courses and forms the basis on which the subsequent tax courses build.

The Department

LAW5937 Chinese Law Program (Fall: 2)

Through partnership with Indiana University- Indianapolis, BC law students enroll in the IU-Indianapolis China Law Program at Renmin University in Beijing, which runs late May-June. Students attend two or four weeks of classes taught by Chinese professors and visit legal institutions and cultural sites in the Beijing area. Students must commit by March 30. In addition to successful completion of the IU program, students will submit weekly journals to Prof. McMorrow. Students are responsible for the IU-Indianapolis program expense and all related travel and living expenses. Credit is allocated to the fall semester.

The Department

LAW5940 Antitrust Law (Spring: 3)

Antitrust law issues abound in many areas of law, including corporate work, litigation, and even tax law. This course covers basic U.S. antitrust law, as codified in the major federal antitrust statutes, and the body of case law interpreting these statutes. Specific topics to be covered include agreements in restraint of trade, monopolization, vertical and horizontal mergers, price discrimination, and tying. No prior

understanding of economics or trade regulation is required. Students will be instructed in the basic economics of competition and monopoly needed to analyze and practice antitrust law.

The Department

LAW5943 Criminal Procedure (Fall: 3)

This course will focus on constitutional limitations on police practices. The 4th, 5th, and 6th Amendments are examined as they affect the warrant process, searches and seizures, interrogations, confessions and identification. The course considers in depth the exclusionary rule and other legal controls on police conduct. The course presents a unique opportunity to explore and contrast various judicial philosophies within the Supreme Court regarding criminal procedural protection. Teaching methodology is a combination of lecture, discussion, videos, and Socratic dialogue.

Robert Bloom

LAW5957 Sports Law (Spring: 3)

This course offers the study of selected topics in the application of law and legal thinking to sports. Particular attention is paid to how law or legal thinking shapes the business of sports and the behavior of those who run, play in, or regulate sports. Topics include league governance, merchandising, media rights, antitrust, labor law, and tort law. The class also includes on major simulation about the movement of college football teams to new conferences. The class requires a substantial research paper on a topic of the student's choice.

The Department

LAW5967 Mental Health and the Law (Spring: 3)

As an area in which the law has undergone significant evolution to keep pace with advances in science and medicine, mental health law presents exceptional challenge to the practitioner. It spans a number of substantive areas of law which include criminal and civil rights law, tort law, and government regulatory practice. The course will focus on several critical areas. These include patient privilege, provider tort liability, involuntary civil commitment, incompetency to stand trial and criminal responsibility, and sexual predator laws including forensic issues in predicting future dangerousness. The course will address practical issues which arise for those who represent hospitals, psychotherapists, patients, and the criminally accused. This aspect of the course will include particular evidentiary issues likely to arise in proceedings relating to mental illness. Additionally, the course will explore broader policy issues which underlie legal treatment of those with mental illness.

The Department

LAW5969 Environmental Law (Fall: 4)

The basic course in environmental law, studying a broad range of environmental cases—from pollution and nuclear issues to parks and wetlands—and focusing upon the legal doctrines, public and private law structures, and litigation techniques that apply to environmental protection controversies. This course studies the ways in which legal rules and procedures have been drawn from every corner of the legal system from tort and constitutional law to statutory and international law to handle environmental challenges of private and public actions. The course also serves as a case study in the implementation of public policy through litigation skills and legislative process.

Zygmunt Plater

LAW5970 Complicity (Fall: 2)**Cross listed with THEO8501**

This seminar draws upon philosophical, legal, and theological materials to consider to what degree agents are responsible when they contribute to

or benefit from the wrongdoing of other agents. Key topics to be considered are: (1) the nature of complicity as a distinct moral problem; (2) conspiracy and accessory liability in the criminal law; (3) theological concepts of cooperation with evil and appropriation of evil; and (4) market complicity.

The Department

LAWS9971 Banking Regulation (Spring: 3)

This course examines why the banking industry is one of the most heavily regulated U.S. industries and how federal safety and soundness regulation works from cradle to grave. The course begins by providing a historical overview and analyzing the rationales for government intervention in banking. The remainder of the course examines the techniques used by the government to constrain the risk of bank panics, including entry controls (through chartering), activities restrictions, prohibitions against mixing banking and commerce, minimum capital and other prudential requirements, and limits on risky activities by bank conglomerates. Special attention will be devoted to federal deposit insurance and the FDIC's procedures for resolving insolvent banks. Students will consider how well these rules work and the reforms enacted after the financial crisis of 2008. This course does not cover consumer financial protection or provisions of the Uniform Commercial Code.

The Department

LAWS9975 Criminal Procedure (Adjudication) (Spring: 2)

Prerequisite: Criminal Law

Through a combination of simulated courtroom presentations and readings, this course covers the law of post-arrest criminal procedure from bail and grand jury proceedings through pre-trial discovery, plea bargaining, jury selection, trial and sentencing. In addition to simulated exercises and feedback, discussion topics will range from Supreme Court cases to policy issues such as the ethics of plea bargaining and the role of race in our criminal justice system. This course provides three credits toward the experiential learning requirement.

Robert Ullmann

LAWS9983 U.C.C. Reporter Digest (Fall: 3)

Department permission required.

Ingrid Hillinger

LAWS9993 Estate and Gift Tax (Fall: 4)

Estate and Gift Tax considers the federal estate, gift and generation skipping tax provisions as they apply to transfers during life and at death. There are no prerequisites for this course, although students interested in practicing in the trusts and estates area are encouraged to also take Tax I. It is required of any student wishing to take Estate Planning. The course is taught using the Socratic and problem method and class participation is expected and encouraged.

The Department

LAWS9996 Evidence (Fall/Spring: 3)

Evidence is the study of the methods by which litigants prove facts at trial. This course emphasizes the Federal Rules of Evidence and the common law from which those rules were developed. After examining the concept of relevance, the basic requirement for the admissibility of evidence, the course covers more complex topics such as hearsay, character evidence, impeachment, expert and lay opinion, and authentication of exhibits.

The Department

LAWS9999 Law Review (Fall: 3)

The Department

Carroll School of Management

Boston College's Carroll School of Management, Graduate Programs are recognized for offering innovative programs uniquely suited to today's challenging management environment. The School enrolls approximately 900 students in five highly regarded degree programs: the Master of Business Administration (M.B.A.), emphasizing hands-on, group learning and a global outlook; the Master of Science in Accounting (M.S.) providing students with the advanced quantitative tools and understanding of the important role of accounting in business; the Master of Science in Finance (M.S.), a rigorous ten-course curriculum providing advanced financial skills; the Ph.D. in Management with a concentration in Finance, the Ph.D. in Management with a concentration in Organization Studies, and the Ph.D. in Accounting, offering doctoral-level education for individuals interested in research and teaching. The Carroll School of Management, Graduate Programs have developed many exciting options that enable students to individualize their management education including several dual degree programs. Among those options are the Master of Business Administration/ Master of Science in Finance (M.B.A./M.S. in Finance); the Master of Business Administration/Juris Doctor (M.B.A./J.D.); and the Master of Business Administration/ Master of Social Work (M.B.A./M.S.W.).

Full-Time M.B.A. Program Curriculum

For today's complex business environment, companies and organizations actively seek individuals who possess both highly developed management skills and advanced training in a specific discipline. An M.B.A. from Boston College offers you the skills and experience you need for an impactful career. Our Full-Time M.B.A. Program combines carefully sequenced courses with a variety of experiential learning components. Summer and academic year internships provide opportunities to apply classroom learnings directly to professional practice. The M.B.A. prepares you to become a distinguished leader in business, acquire the tools employers demand from our world-class faculty, and connect with a powerful network of leaders and innovators at Boston College.

Full-Time M.B.A. Requirements and Schedule

In the first year, students' progress through the core curriculum as a cohort, developing a broad foundation of business knowledge and capabilities while forming meaningful connections with classmates. The second year of the program allows you to strengthen your skills in functional disciplines of your choice. Through the pursuit of elective courses, you can ready yourself for success in your desired field.

The Carroll School is committed to instilling a strong sense of community service in its students. In an effort to align this commitment with the Program, all M.B.A. students must fulfill a requirement of 20 hours of service to others through meaningful work as volunteers.

Full-Time M.B.A. students should plan on academic sessions from 8:30 a.m. to 5:00 p.m., Monday through Friday during the first year of study.

Second year elective courses are taught in the late afternoon and evening, and full-time students take their electives with Evening Program students whose participation adds a wider range of knowledge and experience to class discussions and projects. Most classes meet once a week from 7:00 p.m. to 9:30 p.m. during the academic year, with a limited number meeting from 4:30 p.m. to 7:00 p.m.

For current course listings and schedules, visit <http://www.bc.edu/schools/csom/graduate/courses.html>.

Evening M.B.A. Program Curriculum

As a working professional, the Part-Time M.B.A. Program at Boston College offers you the flexibility you need to earn your degree while advancing your career. And you benefit from the opportunity to apply what you learn in the Program directly to your work.

As a Part-Time M.B.A. student, you develop managerial, analytical, and practical management skills through the completion of a strong set of core courses that emphasize experiential learning. The program attracts a diverse mix of highly motivated individuals from the vibrant and diverse regional business community, helping you grow your network as you develop and learn new skills.

Evening M.B.A. Requirements and Schedule

Students generally take two courses in the fall and spring semesters, but may take additional courses during the summer. Evening students must complete 57 credits of course work as well as 20 hours of community service. Most Evening program classes meet once a week from 7:00 p.m. to 9:30 p.m. during the academic year, with a limited number meeting from 4:30 p.m. to 6:50 p.m. Summer courses meet twice a week from 6:30 p.m. to 9:30 p.m. Evening students typically complete their degrees in four years.

For current course listings and schedules, visit www.bc.edu/schools/csom/graduate/courses.html.

M.B.A. Curriculum

Full-Time Program

- MPRX7730 Management Practice Simulation
- GSOM7705 Professional Development Workshop I
- GSOM7706 Professional Development Workshop II
- OPER7716 Data Analytics 1: Model Building
- MKTG7720 Marketing
- MGMT7711 Managing People and Organizations
- ACCT7713 Accounting
- ISYS7720 Data Analytics 2: Technology and Management
- MFIN7701 Economics
- MFIN7722 Financial Management
- ISYS7725 Data Analytics 3: Using Databases
- OPER7720 Operations Management
- MGMT7730 Strategic Management
- ISYS 7730 Data Analytics 4: Business Intelligence
- 11 Electives

Part-Time Program

- OPER7704 Economics
- MGMT7709 Managing People and Organizations
- ACCT7700 Accounting
- ISYS7700 Information Technology for Management
- MFIN7704 Financial Management
- MKTG7700 Marketing
- OPER7705 Statistics
- OPER7700 Operations Management
- MGMT7710 Strategic Management
- 10 Electives

Dual Degree Programs

The Carroll School of Management, Graduate Programs collaborate with other outstanding graduate schools and programs at Boston College to offer over highly regarded dual degree programs. Students are generally able to complete the requirements of a dual

degree program in less time than it would take to pursue each program separately. Interested applicants must apply and be admitted to both schools involved with a program. Dual degree programs have varying requirements and, while most take three years to complete, program lengths vary from two to four years of full-time study.

Students interested in dual degree programs must apply and be admitted to both the Carroll School of Management, Graduate Programs and the participating school within the University.

Applicants should contact both admissions offices to learn about admission requirements, deadline dates, and appropriate entrance tests.

Master of Science in Accounting

The Master of Science in Accounting program at Boston College cultivates students' analytical abilities and promotes an in-depth understanding of the role of accounting in the world at large. The Master of Science in Accounting prepares you to excel in the pursuit of your CPA and provides a strong foundation for a thriving career. The M.S. in Accounting program is only offered on a full-time basis. Required coursework is determined by faculty through the review of the student's academic transcript.

Enrollment Options

If you earned your undergraduate degree in a subject other than accounting, the Master of Science in Accounting summer program is designed to prepare you for the advanced study of accounting topics by providing a foundational education in core accounting subjects.

If you earned an undergraduate degree in accounting, you can apply to either the Master of Science in Accounting summer or Master of Science in Accounting fall program. Typically, the program can be completed in two semesters, and matriculation options remain flexible if you have accepted an offer from a firm prior to the start of the program.

Curriculum

The Master of Science in Accounting Program offers a flexible curriculum that is tailored to your academic background. Courses focus on concepts that can be practically applied to professional accounting practice, and you learn from an accomplished faculty possessing valuable experience in the industry.

Upon completion of the Master of Science in Accounting Program, you will have a thorough understanding of the audit process. You will be proficient with firms' strategic cost management and management control decisions. You will be proficient with respect to financial statement analysis. And you will gain an in-depth understanding of the role taxes play in business decision making.

Each student receives a personalized course worksheet upon entering the Program that lists the specific courses you need to take to fulfill the Master of Science in Accounting degree. Completion of the Program requires a minimum of ten courses (30 credit hours) and at least six accounting classes, including the three Master of Science in Accounting core courses.

In addition to the academic requirements, all M.S. in Accounting students must complete ten hours of Community Service to fulfill their degree requirements.

Students are responsible for meeting the individual state requirements for taking the CPA exam. In some states, these requirements may result in additional courses.

Ph.D. in Management with a Concentration in Accounting

Ph.D. students in accounting complete a five-year program that is based on a thorough grounding in fundamental economic principles and rigorous statistical skills. Students will develop an appreciation of the institutional details that characterize accounting research, and will concentrate on developing skills in econometrics as well as contracting and capital markets theory.

Course Requirements

Accounting Ph.D. students complete a program of study that begins with coursework in accounting, quantitative methods, economics, and finance. Through seminar courses, students will become fluent on the existing state of research literature, appropriate research methods, and proper management of the publication process.

Course requirements are typically satisfied in the first two years of the program. In addition to doctoral seminars, Ph.D. students will take courses in the departments of finance and economics, and are encouraged to explore inter-disciplinary pursuits (see <http://www.bc.edu/schools/csom/graduate/phdprograms/accounting/academics.html> for more details).

Comprehensive Examination

A comprehensive examination will be administered at the conclusion of the second year in the program. Satisfactory performance on the exam marks the transition from course-work to full-time thesis research.

Research

Doctoral students engage early in the research process. The completion of a first-year paper, which can be a replication or an extension of a previous study, provides and early hands-on experience in research design, programming, data-management, and statistical analysis. In addition, students complete a second-year paper based on an original research idea, and submit a research proposal at the end of the third year. The proposal is the precursor to the dissertation: a substantial, significant, and original contribution to the field.

Assistantships

Doctoral Students at the Carroll School are expected to serve as research or teaching assistants throughout their studies. Typically, students will serve as research assistants for the first two years of the program, and act as teaching/research assistants in the following years. In exchange, students receive full tuition remission and a stipend.

Master of Science in Finance

The Master of Science in Finance offers you a comprehensive curriculum grounded in fundamental economic principles to develop specialized knowledge and skills as well as insights into innovative methodologies.

Two scheduling options are available. The full-time option allows you to complete the Master of Science in Finance in one full year of study, while the part-time option offers a part-time curriculum for students who wish to continue their careers.

All Master of Science in Finance candidates must meet certain prerequisite requirements prior to entering the program.

Curriculum

The traditional 30-credit M.S. in Finance Program comprises seven core courses and three electives. All M.S. in Finance students first master the sophisticated framework of financial understanding, techniques, and analysis taught in Investments, Corporate Finance, Financial Econometrics, and Management of Financial Institutions, which are

the prerequisites for subsequent core courses and all finance electives. Knowledge and skills acquired in the initial courses inform advanced discussions and exploration of innovative methodologies in Derivatives and Risk Management, Advanced Corporate Finance, and Active Portfolio Management. Learning is engineered to be cumulative and reinforcing.

In addition to these 30 credits, all M.S. in Finance students must complete 10 hours of Community Service to fulfill their degree requirements.

The M.S. in Finance Program is designed to meet the varied needs of finance professionals. Most classes meet from 7:00 p.m. to 9:30 p.m. during the academic year, with a limited number meeting from 4:30 p.m. to 6:50 p.m. Summer term courses meet twice a week from 6:30 p.m. to 9:30 p.m.

M.S. in Finance Program Options

Cohort (Accelerated) Option

Students are drawn from across the country and around the world to participate in the Carroll School's accelerated M.S. in Finance Program, which can be completed in one full year of study. Students take four courses in the fall and spring terms and two courses in the summer term when they may also choose to pursue an internship. Students progress through the program as a cohort. Taking all courses together not only fosters exceptional camaraderie, but also creates a supportive network—one that continues long after the Program comes to an end.

Self-Paced Option

The self-paced option is designed to meet the needs of individuals who wish to continue in their careers while pursuing advanced study. While course enrollment is flexible, self-paced students typically complete the Program in twenty months by taking two courses in the fall, spring, and summer semesters respectively.

M.S. in Finance Curriculum, Cohort Option

Core Courses

MFIN8801 Investments
MFIN8807 Corporate Finance
MFIN8820 Management of Financial Institutions
MFIN8852 Financial Econometrics
MFIN8860 Derivatives & Risk Management
MFIN8881 Advanced Corporate Finance
MFIN 8803 Active Portfolio Management

Three electives:

Any 6600 or 8800-level Finance elective

M.S. in Finance Curriculum, Self-Paced Option

Core Courses

MFIN8801 Investments
MFIN8807 Corporate Finance
MFIN8820 Management of Financial Institutions
MFIN8852 Financial Econometrics
MFIN8860 Derivatives & Risk Management

One of the following:

MFIN 8803 Active Portfolio Management
MFIN 8880 Fixed Income Analysis

One of the following:

MFIN 8808 Financial Policy
MFIN 8881 Advanced Corporate Finance
MFIN 8821 Corporate Valuation and Restructuring

Three electives:

Any 6600 or 8800-level Finance elective

Ph.D. in Management with a Concentration in Finance

The Ph.D. program in Finance at Boston College is internationally known for a rigorous curriculum that combines theory with applied research and pedagogy. Finance faculty at Boston College are experts in their disciplines and globally acclaimed for their scholarship, research, and mentorship. In our collegial environment, students typically collaborate with one another and with faculty to produce groundbreaking research. The academic program begins with systematic, rigorous training in quantitative methods, economics, and finance. In addition, students complete a major research project, serve as research and teaching assistants, and write a doctoral dissertation. Graduates of the program are leaders in the field of finance who have the knowledge and analytical skills they need to conduct research and teach at the highest level.

The Ph.D. Program contains five components:

- Course Requirements
- Research Paper
- Comprehensive Examination
- Dissertation
- Research/Teaching Requirements

Each of these requirements is described below. Detailed standards for the Ph.D. candidate are published and provided to all students.

Course Requirements

Students complete a program of study that leads to competency in three areas: quantitative methods, economics, and finance. Ph.D. candidates in finance must complete four doctoral courses in quantitative methods, two in microeconomics, four in finance, and one in accounting. These requirements are typically satisfied in the first three years of the program (see www.bc.edu/content/bc/schools/csom/graduate/phdprograms/phd/academics/coursesequence.html for details). In some cases, coursework completed prior to entering the program may be substituted for required courses.

Research Paper

Students are expected to engage in research early in the program. All students work as research assistants for fifteen hours per week for the first two years of the program. By May 31 of their third year, students are required to submit a research paper. A more detailed description of the research paper, its standards and criteria used to evaluate it is available from, maintained, and updated by the Ph.D. Committee.

Comprehensive Examination

Satisfactory performance on a written comprehensive examination marks the student's transition from coursework to thesis research. The examination is intended to allow the student to demonstrate substantial knowledge of financial economics. The examination is taken within two months of the completion of the first year of the program.

Dissertation

The doctoral dissertation is expected to be a substantial, significant, and original contribution to knowledge. It is prepared under the guidance of a thesis committee of three or more faculty members selected by the candidate in consultation with his or her thesis advisor. Early in the process, the candidate submits a thesis proposal. The proposal is presented in a seminar to which the finance faculty and doctoral students are invited. The purpose of the presentation is to give the student an opportunity to hear the suggestions and comments of members of the Boston College finance community while the research plan is still fluid. A thesis-defense seminar, open to the Boston College community, is held when the research is completed.

Student Support and Research/Teaching Requirement

Doctoral students are offered financial support at a competitive rate. A student in good standing may receive this support for four years. Financial support beyond the fourth year is conditional on the student's performance and may vary in amount. In return for this support, the student acts as a research assistant for the first two years of the program, then acts as a teaching assistant in the following years of the program. This generous level of support is based on the fact that students are expected to devote their full energies to the program during the entire calendar year, not just the academic year.

Ph.D. in Management with a Concentration in Organization Studies

Designed to prepare students for academic careers, the Ph.D. program in Organization Studies at Boston College is recognized worldwide for its rigorous curriculum and exceptional faculty who are leaders in their fields. The program emphasizes a strong foundation in organizational theory, research methods, and statistics. Students begin the program with a set of complementary courses in micro- and macro-organizational theory, qualitative and quantitative research methods, statistics, and teaching skills. In the third year, students complete a major empirical research project and teach a course of their own. Throughout the Ph.D. program, students pursue research on their own and in collaboration with faculty. All students are encouraged to deliver papers at national and international professional conferences, as well as to submit articles for publication in top-tier research journals. Our graduates emerge as creative, independent scholars who can craft and pursue their own research agendas.

Ph.D. in Management with a Concentration in Organization Studies Curriculum Course Requirements

Ph.D. students who have previous education in management take a total of 19 courses during the program; students without management education take two additional M.B.A. courses, for a total of 21 courses. All students begin the organization studies program with a set of complementary courses in micro- and macro-organizational theory, qualitative and quantitative research methods, statistics, and teaching skills. For course details, see Curriculum.

Comprehensive Examination

The comprehensive examination is given at the end of the second year. To pass the exam, students must demonstrate a substantial knowledge of theory and methods involved in the study of organizational behavior and theory.

Research Project and Dissertation

By the end of the third year, students complete a research paper demonstrating the ability to conduct innovative research in organizational studies. The culmination of the program is the dissertation: a substantial, significant, and original contribution to the body of knowledge in organizational studies that is prepared under the guidance of a dissertation committee of three faculty members.

Assistantship Requirement

Doctoral students at the Carroll School are expected to serve as research or teaching assistants throughout their studies. Typically, a student works as a research assistant for 15 hours a week during the first two years of the program, then teaches one course per semester or

acts as a research assistant in the third and fourth years. In exchange, the Carroll School provides financial support for doctoral students in the form of a stipend and tuition remission.

Advanced Standing and Equivalency for Graduate Degrees (M.B.A.)

MBA students may be eligible to waive courses based upon prior coursework and/or professional certifications (such as CPA or CFA). Waiver policies vary according to program.

Advanced Standing Credit: Students may waive a class and will also reduce the overall credit requirement for the degree.

Equivalency: Students may waive a class but will be required to replace it with an elective. Equivalency applies to core courses only.

Transfer Credit: Under certain circumstances, students may receive approval to take graduate courses at other AACSB-accredited colleges or universities. Grades received for transferred courses are not calculated into the student's Boston College GPA.

MBA Part-Time

All students accepted into the part-time MBA program will be evaluated to determine their eligibility for Advanced Standing Credit. If not included in their application materials, students may be required to provide official transcripts and other relevant course information necessary to facilitate the review of their academic record. Shortly after receipt of their acceptance letter, students will receive notification of their eligibility to waive courses.

- The maximum amount of Advanced Standing Credit that a Part-time MBA student may receive is 15 credits.
- Advanced Standing Credit will only be granted for courses in which the student has earned a grade of "B" or better, at an accredited institution, within the five years prior to enrolling in the Boston College Part-time MBA program.
- The combination of waived credits and transfer credits may never exceed 1/3 of the course requirements for the degree.
- Students who have recognized professional certifications (i.e., CPA, CFA) may receive Advanced Standing Credit. A copy of the exam results will be required.
- Once an accepted student has been notified of eligibility to waive a course(s), he/she must respond with his/her intent to accept the Advanced Standing Credit, in writing, no later than Drop/Add Deadline for the semester in which he/she is enrolling.
- Students may contest waiver decisions within 30 days of the date of the initial decision. Course waivers will not be granted after this date.
- Once a student has accepted Advanced Standing Credit for a course, he/she may not take the course and receive credit.
- Professional experience alone will not make a student eligible to waive a course.
- Current Part-time MBA students, who wish to take a course outside of the Carroll School of Management, must submit their request, in writing, at least 30 days prior to the start of the semester in which the student wishes to enroll in the outside course. Transfer credit will only be granted for courses related to the degree and is subject to approval by the Graduate Programs Office. Students must have completed a minimum of two semesters before they can submit a request to take a course outside of the Carroll School of Management. This includes courses taken through the Jesuit MBA Network.

- Except under extenuating circumstances, students will not be approved for transfer credit if a comparable course is offered in the Carroll School of Management during the same academic year.
- Part-time MBA students may cross register for one course each semester (not including Summer) at Boston University and Tufts, through the Consortium. Students interested in cross-registering for courses through the Consortium must first seek approval from the Graduate Programs Office and complete the necessary cross-registration forms, available through the University Office of Student Services (Lyons Hall). Per the Consortium agreement, tuition will be billed through the student's Boston College account, at the Carroll School of Management's tuition rate.

Undergraduate Course Work

Part-time MBA students who have demonstrated mastery in a core subject area may receive Advanced Standing Credit for up to five courses (15 credits).

Mastery typically entails either an undergraduate major in a core course area or at least two intermediate to advanced undergraduate courses with grades of B or higher.

Students may only receive Advanced Standing Credit for core courses, based upon undergraduate coursework.

Graduate and Professional Course Work

Part-time MBA students who have a prior graduate degree in a relevant field or have completed graduate management courses at other AACSB-accredited institutions may receive Advanced Standing Credit for a maximum of five courses (15 credits).

Students may receive Advanced Standing Credit for core courses and elective courses, based upon graduate coursework.

Full-Time MBA Program

Students accepted to the full-time MBA program may apply to waive core courses based upon prior course work. If a full-time MBA student is deemed eligible to waive a course, he/she will receive Equivalency. Equivalency requires the student to replace the waived course with an elective; therefore, it does not decrease the credit requirement for the degree. Full-time MBA students who wish to be evaluated for course waiver eligibility must submit a Course Waiver Form. Students may be required to provide official transcripts and other relevant course information necessary to facilitate the review of their academic record. Students enrolled in the full-time MBA program must maintain their full-time status for four continuous semesters (with the exception of students enrolled in approved dual degree programs outside of the Carroll School of Management).

- Full-time MBA students may receive Equivalency for up to three core courses.
- Equivalency will only be granted for courses in which the student has earned a grade of "B" or better, at an accredited institution, within the five years prior to enrolling in the Boston College Part-time MBA program.
- The combination of waived credits and transfer credits may never exceed 1/3 of the course requirements for the degree.
- Students who have recognized professional certifications (i.e., CPA, CFA) may receive Equivalency. A copy of the exam results will be required.

- Once an accepted student has been notified of eligibility to waive a course(s) and receive Equivalency, he/she must respond, in writing, his/her intent to accept the Equivalency no later than the Drop/Add Deadline for the semester in which he/she is enrolling.
- Students may contest waiver decisions within 30 days of the date of the initial decision. Course waivers will not be granted after this date.
- Once a student has accepted Equivalency for a course, he/she may not take the course and receive credit.
- Professional experience alone will not make a student eligible to waive a course.
- Current full-time MBA students who wish to take a course outside of the Carroll School of Management, must submit their request, in writing, at least 30 days prior to the start of the semester in which the student wishes to enroll in the outside course. Transfer credit will only be granted for courses related to the degree and is subject to approval by the Graduate Programs Office. Students must have completed a minimum of two semesters before they can submit a request to take a course outside of the Carroll School of Management. This includes courses taken through the Jesuit MBA Network.
- Courses taken outside of Boston College will not reduce the student's flat-rate MBA tuition for that semester.
- Except under extenuating circumstances, students will not be approved for transfer credit if a comparable course is offered in the Carroll School of Management during the same academic year.
- Full-time MBA students may cross register for one course each semester (not including Summer) at Boston University and Tufts, through the Consortium. Students interested in cross-registering for courses through the Consortium must first seek approval from the Graduate Programs Office and complete the necessary cross-registration forms, available through the University Office of Student Services (Lyons Hall). Per the Consortium agreement, tuition will be billed through the student's Boston College account, at the Carroll School of Management's tuition rate.

Undergraduate Course Work

Full-Time MBA students who have demonstrated mastery in a core subject may be eligible for equivalency for up to five courses (15 credits).

Mastery typically entails either an undergraduate major in a core course area or at least two intermediate to advanced undergraduate courses with grades of B or higher.

Students may only receive Equivalency for core courses, based upon undergraduate coursework.

Graduate and Professional Course Work

Students who have a prior graduate degree in a relevant field or have completed graduate management courses at other AACSB-accredited institutions may be eligible for equivalency.

The CPA and CFA certifications will make a student eligible for equivalency.

Professional experience alone will not make a student eligible to waive a course.

For more information, please contact the Office for Graduate Programs, at (617) 552-3773.

Admission Information**Master of Business Administration**

Boston College's M.B.A. program welcomes applications from graduates of accredited colleges and universities. The Admissions Committee considers applicants with academic backgrounds from virtually all areas of study, including liberal arts, business administration, social sciences, physical sciences, engineering, and law.

Courses in business administration or management are not required for admission to the M.B.A. program. However, students are expected to be proficient in communication skills and mathematics. In addition, all applicants are required to take either the GMAT or GRE.

The Admissions Committee looks for evidence of sound scholarship and management potential. Work experience and academic excellence are significant criteria in their evaluation. With few exceptions, students enter the program after at least two years of full-time work experience. Leadership and community involvement are also important factors in admissions decisions.

Additional information can be found at www.bc.edu/mba.

Master of Science in Accounting

The M.S. in Accounting Program welcomes applications from graduates of accredited colleges and universities. The Admissions Committee considers applicants with academic backgrounds from virtually all areas of study, including liberal arts, business administration, social sciences, physical sciences, engineering, and law.

Courses in business administration or management are not required for admission to the M.S. in Accounting Program. All applicants are required to take either the GMAT or GRE.

The Admissions Committee looks for evidence of superior intellectual ability, excellent communication and interpersonal skills, and the potential for a successful career in the accounting profession. Sound undergraduate scholarship, together with internship/work experience and leadership and community involvement, are significant criteria in their evaluation. Work or internship experience is not required to apply to the program; however, it can strengthen a candidate's application.

Additional information can be found at www.bc.edu/schools/csom/graduate/msa.

Master of Science in Finance

The M.S. in Finance Program welcomes applications from graduates of accredited colleges and universities who have a strong interest in finance. Applicants with undergraduate or graduate degrees in other subject areas are encouraged to apply early so that they will have the opportunity to fulfill prerequisites that may be required. The Admissions Committee focuses on evidence of strong academic and professional success in all aspects of the application. An applicant's quantitative ability is carefully considered due to the rigorous nature of the curriculum. The Committee also considers leadership and community involvement factors in the admissions process. All applicants are required to take either the GMAT or GRE. Additional information can be found at www.bc.edu/schools/csom/graduate/msf.

M.B.A. Dual Degrees: Master of Science in Finance or Master of Science in Accounting

Students should be admitted to both the M.B.A. and M.S. in Finance or M.S. in Accounting programs to enter the Dual Degree program. The M.B.A./M.S. in Finance program is highly analytical, and

an applicant's quantitative skills are weighed heavily in the admission decision. Students are expected to be proficient in English and mathematics. All applicants are required to take either the GMAT or GRE.

The M.B.A./M.S. in Accounting program is for individuals interested in careers in public accounting, financial analysis, or financial management in a corporate or not-for-profit environment. Students are expected to be proficient in English. All applicants are required to take either the GMAT or GRE.

Ph.D. in Finance

Admission to the Ph.D. program in Finance is open to applicants who show evidence of strong intellectual abilities, a commitment to research and teaching, and previous preparation in an analytical field. Students are required to have demonstrated competence and basic knowledge of finance. A student entering the program without such a background may be required to take additional courses. The GMAT or GRE is required for admission.

Ph.D. in Organization Studies

Admission to the Ph.D. program in Organization Studies is open to applicants who show evidence of strong intellectual capabilities, a commitment to research and teaching, and previous academic preparation in fields related to management. Students are required to have demonstrated competence in the functional areas of management. Applicants who have not already received an M.B.A. or have not completed the equivalent of the M.B.A. core curriculum prior to entering the program may be required to take additional courses. The GMAT or GRE is required for admission.

Ph.D. in Accounting

Admission to the Ph.D. program in Accounting is open to applicants with outstanding potential for leadership and academic excellence. While notable for their individual achievements, competitive candidates will demonstrate a consistent record of taking initiative in their academic and professional pursuits, and aptitude for conducting research at its highest levels, and a desire to make an impact on the world. Applicants are required to take the GMAT or GRE.

International Students

All applicants who completed their undergraduate course work outside the United States must have the equivalent of an American bachelor's degree or American master's degree (equivalency to be determined by the Graduate Dean of the School). In addition, all students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) or Pearson Test of English (PTE). This requirement is waived for applicants who have completed a four-year course of study or have been enrolled for the past two years in a college or university in the United States, Canada, Great Britain, Australia, or New Zealand. The minimum required score on the TOEFL is 600 paper-based, 250 computer-based, or 100 on the IBT. The minimum required score on the PTE is 68. An official score report should be sent to Boston College, The Carroll School of Management, Graduate Programs, Cushing Hall, 203, 140 Commonwealth Ave., Chestnut Hill, MA 02467-3808, United States.

Accepted international applicants must provide financial certification for two years for the M.B.A. Program and one year for the M.S. in Finance or M.S. in Accounting Program.

Financial Assistance

Graduate Assistantships and Scholarships

The Carroll School of Management offers a range of graduate assistantships and scholarships to Full-Time M.B.A., M.S. in Finance and dual degree M.B.A./M.S. in Finance students. Assistantships and scholarships are merit-based awards and are made only at the time of admission. These awards range in value and are typically awarded to exceptionally strong candidates. These institutional awards are determined by committee and administered at the point of admission.

NOTE: Applicants must indicate interest in receiving merit-based funding on the application.

Graduate assistantships involve research or administrative duties in exchange for a stipend. Assistantships are generally 6 hours per week assignments.

Assistantships are available to both domestic and international applicants, and can be offered in combination with academic scholarship awards. Scholarships are awarded on the basis of merit and vary in amount.

Merit-based awards are made to new students at the time of admission. Students who receive a scholarship and/or assistantship during the first year of the M.B.A. program and maintain a cumulative grade point average of at least a 3.0 are eligible for consideration for continuing support during the second year, subject to performance evaluation by their supervisor.

The M.S. in Accounting Program offers merit-based scholarships to selected admitted applicants. Awards are made only at the time of admission. Scholarships are available to both domestic and international applicants. All admitted applicants are automatically considered for an award and awardees typically show evidence of superior performance in their application materials.

Ph.D. in Finance candidates, upon completion of any necessary prerequisite courses, receive full tuition remission and an annual stipend for up to four years of full-time study. In return, each candidate works as a research assistant the first two years and as either a research assistant or teaching assistant for the second two years.

University-Administered Financial Aid

In addition to the assistantships and scholarships offered through the Carroll School of Management, Graduate Programs, the Office of Student Services offers a variety of programs to help students finance the potential for a successful career in the accounting profession. Sound undergraduate scholarship, together with internship/work experience and leadership and community involvement are significant criteria in their evaluation. Work or internship experience is not required to apply to the program; however, it can strengthen a candidate's application.

Additional information can be found at www.bc.edu/content/bc/offices/stserv/financial/finaid/grad.html.

Career Development

The Office of Graduate Management Career Development supports students in achieving their career goals through placement initiatives, career coaching, recruiting, and other services. In addition, the office serves as a bridge to corporations through its outreach activities and links to Boston College's worldwide alumni network. Specific services include the following: recruiting program, corporate presentations and informational sessions, interview preparation, resume books, corporate outreach, and other relevant Career Resources.

Accreditation

The Carroll School of Management is accredited by the Association to Advance Collegiate Schools of Business (AACSB). The School is also a member of the Graduate Management Admission Council (GMAC) and the New England Association of Graduate Admission Professionals.

For More Information

Prospective students should direct inquiries for the M.B.A., M.S. in Finance, M.S. in Accounting, or Ph.D. in Finance Program to the Graduate Management Admissions Office at Boston College, Cushing Hall, Room 203, Chestnut Hill, MA 02467-3808; telephone: 617-552-3920; fax: 617-552-8078; www.bc.edu/carroll.

Management Practice/International

Course Offerings

NOTE: Future course offerings and courses offered on a periodic basis are listed at www.bc.edu/courses.

GSOM7705 MBA Professional Development Workshop I (Fall: 1)

Full-time MBA students are required to complete two workshops dedicated to professional development. Workshop I will focus on communication skills. The topic for Workshop I will be determined prior to the start of each incoming class based on current trends in the world of business as they relate to the necessary communication skills required of qualified MBAs.

Stacy Schwartz

GSOM7706 MBA Professional Development Workshop II (Fall: 1)

Full-time MBA students will be required to complete two workshops dedicated to professional development. Workshop II will focus on business problem solving skills. The topic for Workshop II will be determined prior to the start of each incoming class and will be consistent with skills required of MBAs in the professional world including: breaking down problems, requesting and analyzing data, and communicating integrated recommendations.

Scott McDermott

GSOM8800 Community Service (Fall/Spring/Summer: 0)

The Department

GSOM8101 Interim Study (Fall/Spring: 0)

The Department

GSOM8814 High Performing Teams (Fall: 3)

The course explores the dynamics of high performance teams and focuses on the vital role of teams and task forces in driving next-level business achievement. In a fast-paced world, the highest performing organizations increasingly rely on a team paradigm to innovate, to manage multi-disciplinary projects, and to accelerate change. By engaging with real-world teams operating in environments of complexity and pressure, the class examines the core physics which lead to great team productivity and performance. The course specifically considers how trust, talent, leadership, communication, planning, execution and other attributes contribute to the breadth, depth, and speed of team achievement.

Scott F. McDermott

GSOM8816 Advanced Topics: International Consulting Project,

Latin America (Spring: 3)

This course is designed for students who may at some point be interested in pursuing careers in international consulting and involves the research and delivery of recommendations to an existing company. The project research is completed in the U.S. during the spring

semester through libraries, databases, interviews and international communications via phone, fax, and email. Students will fly to the Latin American client site in mid-May and deliver their presentation personally at the client's offices.

The Department

GSOM8850 Public Speaking (Fall: 3)

This course provides an introduction to basic concepts, theories and principles of oral communications through the mode of public/in class speech performances. You will gain practical experience in exploring, discovering and arranging ideas, using evidence and research to support claims, preparing organized outlines and composing speeches while broadening your view of theoretical considerations in communications. This is an oral presentation class. Each student will present varied styles of public speaking to his/her peers. Our class will also include lectures, discussions, video analysis and oral exercises to alleviate speech anxiety.

Stacy Schwartz

GSOM8880 Directed Practicum (Fall: 1)

The Department

GSOM8897 Directed Readings (Fall/Spring: 3)

The Department

GSOM8898 Directed Research I (Fall/Spring: 3)

The Department

GSOM8899 Directed Research II (Fall: 2)

The Department

Accounting

Faculty

Mark Bradshaw, *Professor; Chairperson of the Department*; B.B.A., M.Acc., University of Georgia; Ph.D., University of Michigan; C.P.A.
Jeffrey R. Cohen, *Professor*; B.S., Bar Ilan University; M.B.A., Columbia University; Ph.D., University of Massachusetts at Amherst; C.M.A.

Amy Hutton, *Professor*; B.A., M.B.A., Ph.D., University of Rochester
Sugata Roychowdhury, *Professor*; B. Tech., National Institute of Technology India; M.B.A., International Management Institute India; M.S., Ph.D., University of Rochester
G. Peter Wilson, *Joseph L. Sweeney Professor*; B.A., M.S., Florida Atlantic University; M.S., Ph.D., Carnegie Mellon University
Mary Ellen Carter, *Associate Professor*; B.S., Babson College; M.B.A., Boston College; Ph.D., Massachusetts Institute of Technology; C.P.A.

Lian Fen Lee, *Associate Professor*; B.A., Nanyang Technological University; Ph.D., University of Michigan

Alvis (Kin Y) Lo, *Associate Professor*; B.A., M.A., University of Nottingham; Ph.D., University of British Columbia

Gil J. Manzoni, *Associate Professor*; B.S., Bentley College; D.B.A., Boston University

Ronald Pawliczek, *Associate Professor*; B.B.A., Siena College; M.B.A., Ph.D., University of Massachusetts

Susan Z. Shu, *Associate Professor*; B.B.A., University of Dubuque Iowa; M.S., Ph.D., University of Rochester

Billy Soo, *Vice Provost for Faculties and Associate Professor*; Ph.D., M.S., Northwestern University; B.S., University of Philippines

Vishal Baloria, *Assistant Professor*; B.B.A., University of Toronto; M.A., McMaster University; Ph.D., University of Waterloo; C.P.A.

Mengyao Cheng, *Assistant Professor*; B.A., B.B.A., University of Michigan; Ph.D., Emory University

Carlo Gallimberti, *Assistant Professor*; B.S., M.S., Ph.D., Bocconi University

Ewa Sletten, *Assistant Professor*; B.A., University of Łódź, Poland; M.S., University of Illinois; Ph.D., Northwestern University

Elizabeth Bagnani, *Associate Professor of the Practice*; B.B.A., College of William & Mary; Ph.D., University of Massachusetts at Amherst
Elizabeth Quinn, *Senior Lecturer*; B.S., Boston College; M.S.T., Northeastern; C.P.A.

Edward Taylor, Jr., *Senior Lecturer; Assistant Department Chairperson*; B.S., Boston College; M.S.T., Bentley College; C.P.A.

Dianne Feldman, *Lecturer*; B.S., University of Massachusetts-Amherst; M.B.A., Bentley University; C.P.A.

Contacts

- Department Secretary: Maureen Chancey, 617-552-3940, maureen.chancey@bc.edu
- www.bc.edu/accounting

Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed at www.bc.edu/courses.

ACCT7701 Accounting (Fall/Spring/Summer: 3)

At the outset, course work will be concerned with the development and use of accounting information to evaluate the status and performance of business enterprises. Attention will be given to the reporting of information for use by persons and institutions outside the enterprise. In the second part of the course, the focus will be on the use of accounting information in managerial decision making. Section number 1 of this course will be offered on-campus and section number 11 will be offered online. Please see the link <http://bit.ly/CSOM1> for details about the online section.

The Department

ACCT7713 Accounting (Fall: 2)

The focus of the course will be on the uses of accounting information in managerial decisions. Areas of study will include evaluation of performance of a business and its units, cost and price determinations, make or buy decisions, and managerial issues to be considered in expansion and contraction decisions.

Pete Wilson

ACCT8810 Communications Skills for Managers

(Fall/Spring/Summer: 3)

Cross listed with GSOM8810

This course focuses on specific practical applications of business communication required of MSA students and future managers. Writing assignments include memos, analytic reports, proposals, and a variety of business correspondence. Students also write and present collaboratively. During the summer, the course is offered in a lab environment, meeting daily for two weeks. Students write in class as well as out of class, and receive personalized communications guidance.

Tim Gray

Rita Owens

ACCT8813 Financial Accounting Practice I (Summer/Fall: 3)

This course addresses, in a comprehensive manner, financial accounting and reporting standards. Emphasis is given to the application

of accounting theory in the development of general purpose financial statements. The issues of asset valuation and income measurement are comprehensively explored.

Lou Corsini

ACCT8814 Financial Accounting Practice II (Fall/Spring: 3)

Prerequisite: ACCT8813

This course extends the study of the relationship between accounting theory and practice as it applies to the measurement and reporting of liabilities and stockholders' equity, as well as inter-corporate investments. A thorough analysis of cash flow reporting is also included.

Gil Manzoni

ACCT8815 Financial Auditing (Fall: 3)

Prerequisite: ACCT8813

This course examines contemporary auditing theory and practice. The topics include the environment of the auditing profession, audit planning and analytical review, internal control, audit evidence, and auditor communications. Project assignments require students to perform various aspects of audit practice using simulated audit cases.

Mike O'Hara

ACCT8816 Federal Taxation (Fall: 3)

Prerequisite: ACCT8813

This course introduces the student to the various elements of taxation and emphasizes interpretation and application of the law. Students are challenged to consider tax implications of various economic events and to think critically about the broad implications of tax policy. The skills to prepare reasonably complex tax returns and to do basic tax research are also developed.

Ed Taylor

ACCT8817 Internal Cost Management and Control

(Fall/Summer: 3)

This course examines the technical and strategic tools used in managerial planning and control systems, with an emphasis on decision usefulness and the impact of accounting information on the organization. Attention is directed to improving existing limitations of traditional accounting systems with respect to global competition. Ethical dimensions of managerial decision making are also discussed.

Dianne Feldman

ACCT8824 Financial Statement Analysis (Fall/Spring/Summer: 3)

Prerequisite: ACCT17701 or ACCT17713 or ACCT8813

This course covers techniques and applications of financial statement analysis. It exposes students to the contemporary financial reporting environment and current reporting practices of U.S. companies. It analyzes real-life cases to foster an understanding of the economic and strategic information conveyed in financial reports.

The Department

ACCT8825 Assurance and Consulting Services (Fall/Spring/Summer: 3)

Prerequisite: ACCT3309 or ACCT8815

The primary objective of the course is to provide students with an understanding of the nature, types, and implementation issues related to assurance services. The course examines three broad areas: assurance/consulting services, external auditing, and engagements to enhance efficiency and effectiveness.

The Department

ACCT8826 Taxes and Management Decisions

(Fall/Spring/Summer: 3)

Prerequisite: ACCT4405 (undergrad), or ACCT17701 or ACCT17713 or ACCT8816 (graduate)

This course provides students with a framework for tax planning. Specific applications of the framework integrate concepts from finance, economics, and accounting to help students develop a more complete understanding of the role of taxes in business strategy (e.g., tax planning for mergers, acquisitions, and divestitures; tax arbitrage strategies; taxation of competing legal entities; employee compensation; and others).

Gil Manzoni

ACCT8848 Business Systems Consulting (Summer: 3)

Prerequisite: ACCT17701 or ACCT17713 or ACCT8813

This course is designed to give students an immersion in the process, mindset and techniques employed by management consultants and business practitioners committed to driving next-level business performance improvement across an enterprise. The course builds upon four principal discussion threads, designated required readings, student project initiatives, and online investigation to provide a deep introduction to business performance management.

Scott McDermott

ACCT8891 Empirical Topics in Accounting I (Spring: 3)

Prerequisite: Permission of department

The objective of this course is to provide students with a sound framework for understanding and appreciating empirical archival research in financial accounting and reporting. In particular, the course aims to facilitate understanding of the economic determinants and consequences of the the information conveyed by financial statements and related voluntary disclosures.

Sugata Roychowdhury

ACCT8897 Directed Readings in Accounting (Spring: 3)

Prerequisite: Permission of department chairperson

Individual or group study under the direction of a faculty member to investigate an area not covered by the regular curriculum.

Mark Bradshaw

ACCT8898 Directed Research in Accounting

(Fall/Spring/Summer: 3)

Prerequisite: Permission of department chairperson

Student research in the field of accounting under the direction of a faculty member. The objectives of the course are to help the student develop an area of expertise in the field of accounting and to foster the development of independent research skills. A written proposal is required and a paper of publishable quality is expected.

Mark Bradshaw

ACCT8899 Directed Readings and Research (Fall: 3)

Prerequisite: Permission of department chairperson

Student research in the field of accounting under the direction of a faculty member. A written proposal is required and a paper of publishable quality is expected.

Mark Bradshaw

Business Law and Society

Faculty

Stephanie M. Greene, *Professor; Chairperson of the Department; B.A., Princeton University; M.A., J.D., Boston College*
 Frank J. Parker, S.J., *Professor; B.S., College of the Holy Cross; J.D., Fordham University Law School*
 Christine N. O'Brien, *Professor; B.A., J.D., Boston College*
 David P. Twomey, *Professor; B.S., J.D., Boston College; M.B.A., University of Massachusetts, Amherst*
 Richard E. Powers, *Senior Lecturer; B.A., M.A., J.D., Boston College*
 Thomas Wesner, *Lecturer; B.S., Boston College; J.D., New England School of Law; D.Ed., Boston College*

Contacts

- Department Secretary: Kathy Kyrazoglou, 617-552-0410, kathleen.kyrazoglou.1@bc.edu

Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed at www.bc.edu/courses.

BSLW8801 Law Economics and Public Policy (Summer: 3)

Can we be optimistic about our future as phrases such as "new normal" and "austerity measures" take hold of our national psyche? Is there reason for hope after the Great Recession has substantially altered the global economic landscape? This interdisciplinary course employs law, economics, and public policy as essential—and inseparable—frameworks for understanding many of the most critical and current challenges facing our nation and world. Students will examine legal cases and policy disputes while working together to think about solutions to critical issues they will soon be called to address as leaders, businesspersons, and citizens.

Thomas Wesner

BSLW8803 Topics: Law for CPAs (Spring/Summer: 3)

The course focuses on the law of commercial transactions relevant to business professionals, especially accountants. It covers the common law of contracts and comprehensively reviews the Uniform Commercial Code, emphasizing the law of sales, commercial paper, and secured transactions. Agency and major forms of doing business such as partnerships, corporations, and limited liability companies, along with securities regulation are examined. The laws of property, bankruptcy, insurance, wills, trusts and estates, along with accountants' liability round out the course. Leading cases and major statutory laws pertaining to business regulation are discussed.

Matthew Kameron

BSLW8811 International Business Law (Summer: 3)

This course covers the major principles, concepts, organizations and individuals involved in creating, interpreting, enforcing and forging policy in international business law today. International business law involves a system of law beyond the laws of any country. Major cases interpreting international law in the business context are analyzed including the jurisprudence of the U.S., European Union and the World Trade Organization. International organizations, treaties, arbitration, contracts, payment methods, sovereign immunity and corruption are among a myriad of topics covered. Instruction includes lecture, discussion, cases, websites, films and news reports. This course provides an additional framework to enhance students' global business perspective.

Mark Blodgett

BSLW8856 Real Estate Development (Spring: 3)

This course will provide a general introduction into commercial and residential real estate practice. Prior experience in real estate is not required. Subjects such as acquisition and disposition, restructuring, taxation, tax abatements, financing, marketing, mortgages, zoning, sustainability, disasters and the like will be discussed. Leading real estate practitioners will be invited to class to make presentations on their current construction projects. Attendance is mandatory unless absence is excused in advance. There will be a term paper and final exam. Course is restricted to graduate students.

Frank J. Parker, S.J.

BSLW8898 Directed Research (Fall: 1)

The Department

Finance

Faculty

Pierluigi Balduzzi, *Professor; B.A., Università L. Bocconi, Milan; Ph.D., University of California, Los Angeles*
 Thomas J. Chemmanur, *Professor; B.S., Kerala University, India; Ph.D., New York University*
 Clifford G. Holderness, *Professor; A.B., J.D., Stanford University; M.Sc., London School of Economics*
 Edith Hotchkiss, *Professor; B.A., Dartmouth College; Ph.D., New York University*
 Edward J. Kane, *Professor; B.S., Georgetown University; Ph.D., Massachusetts Institute of Technology*
 Alan Marcus, *Professor, Mario J. Gabelli Endowed Chair; B.A., Wesleyan University; Ph.D., Massachusetts Institute of Technology*
 Alicia H. Munnell, *Professor, Peter F. Drucker Chair in Management Studies; B.A., Wellesley College; M.A., Boston University; Ph.D., Harvard University*
 Helen Frame Peters, *Professor; A.B., M.A., Ph.D., University of Pennsylvania*
 Jeffrey Pontiff, *Professor, James F. Cleary Chair in Finance; B.A., University of Chicago; M.S., Ph.D., University of Rochester*
 Ronnie Sadka, *Professor; Chairperson of the Department; B.Sc., M.Sc., Tel-Aviv University; Ph.D., Northwestern University*
 Philip E. Strahan, *Professor, John L. Collins Chair in Finance; B.A., Amherst College; Ph.D., University of Chicago*
 Robert Taggart, *Professor; B.A., Amherst College; M.S., Ph.D., Massachusetts Institute of Technology*
 Hassan Tehranian, *Professor, Griffith Family Millennium Chair in Finance; Senior Associate Dean of Faculty; Executive Director, Center for Asset Management; B.S., Iranian Institute of Advanced Accounting; M.B.A., Ph.D., University of Alabama*
 Rui Albuquerque, *Associate Professor; Ph.D., M.S., University of Rochester; Licenciatura in Economics, Universidade Católica Portuguesa*
 Vyacheslav Fos, *Associate Professor; Ph.D., Columbia University; M.B.A., Ph.D., Ben-Gurion University*
 Darren Kigsen, *Associate Professor; B.A., Washington University—St. Louis; Ph.D., University of Washington*
 Nadya Malenko, *Associate Professor; M.A., New Economic School, Moscow; M.S., Lomonosov Moscow State University; Ph.D., Stanford University*
 Jonathan Reuter, *Associate Professor; B.A., Johns Hopkins University; Ph.D., Massachusetts Institute of Technology*

Ian Appel, *Assistant Professor*; Ph.D., University of Pennsylvania; M.A., Johns Hopkins University; B.S., Duke University
Oguzhan Karakas, *Assistant Professor*; B.S., Middle East Technical University; M.S.E., Princeton University; Ph.D., London Business School

Leonard Kostovetsky, *Assistant Professor*; B.A., M.A., Ph.D., Princeton University

Dmitriy Muravyev, *Assistant Professor*; B.S., M.S., Lomonosov Moscow State University; M.A., New Economic School, Moscow; Ph.D., University of Illinois at Urbana-Champaign

Jordan Nickerson, *Assistant Professor*; B.S., M.Sc., Ph.D., The University of Texas at Austin

Michael Barry, *Associate Professor of the Practice*; B.S., University of Massachusetts at Lowell; M.B.A., Ph.D., Boston College

Richard McGowan, S.J., *Associate Professor of the Practice*; B.S., Widener University; M.A., University of Delaware; M.Div., Weston School of Theology; Th.M., Weston School of Theology; D.B.A., Boston University

Drew Hession-Kunz, *Senior Lecturer*; B.S., University of Massachusetts, Amherst; M.S., Boston College

Robert James, *Senior Lecturer*; B.S., Northeastern University; M.S., Boston College

Michael Rush, *Senior Lecturer*; B.S., University of Notre Dame; M.P.A., Syracuse University; M.B.A., Harvard Business School

Elliott Smith, *Senior Lecturer*; M.S., Boston College

Contacts

- Administrative Assistant: Sandra Howe, 617-552-2005, sandra.howe@bc.edu
- Staff Assistant: Kate Awerwater, 617-552-4647, kathryn.averwater@bc.edu
- www.bc.edu/finance

Course Offerings

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MFIN7701 Economics (Fall: 3)

The Department

MFIN7704 Financial Management (Fall/Spring/Summer: 3)

Prerequisite: Introduction to Accounting

This course deals primarily with a firm's investment and financing decisions. Topics treated intensively include valuation and risk, capital budgeting, financial leverage, capital structure and working capital management. Also discussed are financial statistical analysis and tools of planning and control. Some attention is given to financial institutions and their role in supplying funds to businesses and non-profit organizations. Section number 1 of this course will be offered on-campus and section number 11 will be offered online. Please see the link <http://bit.ly/CSOM1> for details about the online section

The Department

MFIN7722 Financial Management (Spring: 2)

This is a First Year M.B.A. Core course in finance. The course will deal with an organization's investment and financing decisions and its interactions with the capital markets. Topics include valuation and risk assessment, capital budgeting, financial decisions and working

capital management. Investors' valuation of securities is linked to both the net present value rule for corporate decisions, and possible sources of value creation.

The Department

MFIN8801 Investments (Fall/Spring: 3)

Prerequisites: MFIN7704/MFIN7722 or equivalent

In a competitive market, investors allocate funds among financial securities in response to perceived values and subjective attitudes toward risk. This course addresses the issues that seem to determine the relative values of financial instruments and the techniques available to assist the investor in making risk/return tradeoff. Section numbers 1 and 2 will be offered on-campus and section number 11 will be offered online. Please see the link <http://bit.ly/CSOM1> for details about the online section.

The Department

MFIN8802 Venture Capital (Spring/Fall: 3)

Prerequisites: MFIN7704 or MFIN7722 (MFIN8801 and MKTG7705 or MKTG7721 also strongly recommended)

Concerns the various dimensions of venture capital and gain a preliminary working knowledge of the venture capital process and the challenges of capital within the entrepreneurial setting. The course will help students understand the steps necessary to create a fund, to attract and to analyze venture capital investments, to create value within the portfolio companies, and to coordinate exit strategy. This course will help those interested in small business to better understand this popular source of capital, and help those interested in a career in an entrepreneurial company or in venture capital to better understand the venture business.

The Department

MFIN8803 Active Portfolio Management (Fall/Spring/Summer: 3)

Prerequisites: MFIN8801 and MFIN8852

This course provides a detailed introduction to quantitative portfolio management techniques. After a review of basic investment theory and statistical methods, we will concentrate our class discussion on the following issues: mean-variance portfolio construction methods in theory and in practice and the role for active quantitative portfolio management.

The Department

MFIN8807 Corporate Finance (Fall/Spring/Summer: 2)

Prerequisites: MFIN7704/MFIN7722 or equivalent

This course studies the techniques of financial analysis, including financial statement analysis, cash budgeting, and pro forma analysis. It also covers the firm's investment and financing decisions, including the concepts of present and net present value, capital budgeting analysis, investment analysis under uncertainty, the cost of capital, capital structure theory and policy and the interrelation of the firm's investment and financing decisions.

The Department

MFIN8808 Financial Policy (Fall/Spring/Summer: 3)

Prerequisites: MFIN8801 Investments and MFIN8807 Corporate Finance

This course applies financial theories, techniques, and models to the study of corporate financial decisions. Aspects of corporate strategy, industry structure, and the functioning of capital markets are also addressed. Students are required to study an actual firm from the perspective of concepts and models developed in the course and present the study to the class.

The Department

MFIN8820 Management of Financial Institutions

(Fall/Spring/Summer: 3)

Prerequisite: MFIN7704/MFIN7722 or equivalent

This course considers banks and other financial institutions as information and deal-making entities. This broad perspective is used to explain how and why changing information and contracting technologies are altering the structure of the financial services industry and financial regulation. Lectures explore the implications of these ongoing changes for the methods financial institution executives should use to measure and manage an institution's risk and return.

*The Department***MFIN8821 Corporate Valuation and Restructure (Fall: 3)***Prerequisite:* Must have successfully completed MFIN8807

This course exposes students to a broad range of financial restructuring techniques that can be applied to improve business performance. Case discussion and visitors are used to illustrate how various corporate restructuring approaches can be used to increase firm value and to highlight characteristics of potential candidates for different restructuring techniques. The case analysis provides opportunity to practice the application of standard corporate valuation methods.

*Edith Hotchkiss***MFIN8825 CIRM3: Portfolio Management (Spring: 3)***Prerequisite:* Must have successfully completed MFIN8824*Remi Broune***MFIN8852 Financial Econometrics (Fall/Spring/Summer: 3)***Prerequisite:* Statistics and calculus

This course teaches how mathematical techniques and econometrics are used in financial research and decision making. Topics include matrix algebra, differential and integral calculus, simple linear regression, residual analysis, multivariate regression, and the generalized linear model. Students will be introduced to the latest developments in theoretical and empirical modeling.

*The Department***MFIN8860 Derivatives and Risk Management**

(Fall/Spring/Summer: 3)

Prerequisite: MFIN8801

This course is reserved for special topics, offering advanced course work in sub-fields of finance. This year, MFIN8860 is an introduction to derivative assets, financial engineering, and risk management. The course covers the pricing of futures and options contracts as well as securities that contain embedded options, risk management strategies using positions in derivative securities, static hedging, and dynamic hedging. Applications from commodity, equity, bond, and mortgage-backed markets are considered.

*The Department***MFIN8863 Ph.D. Seminar: Asset Pricing (Fall: 3)***Prerequisite:* Introductory doctoral-level course (or have equivalent knowledge)

This course is for second year Ph.D. students of finance.

The course is intended to generate enthusiastic, high quality intellectual activity around the course material. Focuses on the development of skills that will help students become conversant enough with basic theory and the current literature on asset pricing that would permit them

to read critically and analyze papers in this area, develop enough expertise in selected empirical methods in finance that they will be able to use these techniques in their research, and to find potential thesis topics.

*The Department***MFIN8869 Fundamental Analysis (Summer: 3)***Prerequisite:* MFIN8807

This course will focus on cash-flow oriented models of the valuation of the firm. Wall Street-style analytical techniques will be utilized, including the production of quarterly earnings forecasts and the development of buy/sell/hold recommendations. Topics include enterprise value, free cash flow, economic value added, risk/reward analysis, and the art of the management interview.

*The Department***MFIN8880 Fixed Income Analysis (Fall/Spring: 3)***Prerequisite:* MFIN8801

This course presents the fundamental theoretical concepts of financial economics. Topics include measuring and managing interest rate risk, the theory of portfolio choice, and introduction to asset such as capital assets pricing models, arbitrage pricing theory, option pricing models, and state-preference theory.

*The Department***MFIN8881 Advanced Corporate Finance (Fall/Spring: 3)***Prerequisite:* MFIN8807

This course provides an intensive analysis of the effects of various corporate financial policy decisions on the value of the firm and includes a discussion of the effects of taxes, bankruptcy costs, and agency costs on these decisions. It also examines the interrelation of financing policy with executive compensation, mergers and acquisitions, leasing, hedging, and payout policies.

*The Department***MFIN8887 Ph.D. Seminar: Dissertation Research Topic/Corporate Finance (Fall: 3)***The Department***MFIN8890 Ph.D. Seminar: Advanced Topics in Capital Markets (Fall: 3)**

This course focuses on continuous time models in capital market theory. Topics covered include capital market equilibrium, option pricing, and the term structure of interest rates. The mathematics necessary to analyze these problems are also presented, including stochastic (Ito) calculus, stochastic differential equations, and optimal control.

*The Department***MFIN8891 Ph.D. Seminar: Advanced Topics in Corporate Finance (Spring: 3)***Prerequisite:* Doctoral program enrollment required

Course for students enrolled in Ph.D. Program

The primary purpose of this course is to expose doctoral students to recent developments in the theory of corporate finance. The course will focus on theory and evidence in corporate finance. Possible topics include new theoretical frameworks, signaling theory, the economics of information, agency theory, new issues of securities, recapitalizations, stock repurchases and the market for corporate control.

The Department

MFIN8895 Ph.D. Seminar: Advanced Topics in Corporate Finance (Spring: 3)

Prerequisites: MFIN8891 (or have equivalent knowledge), and an introductory doctoral-level course in game theory (or have equivalent knowledge)

This course will cover current research issues and tools in corporate finance and intermediation. The course will be based primarily on research papers from three specific areas: theoretical and empirical corporate finance, theoretical and empirical financial intermediation, and advanced game theory.

Thomas Chemmanur

MFIN8898 Directed Research (Fall/Spring/Summer: 3)

Prerequisite: Upper-level M.S. in Finance status, and consent of the faculty member and the department chairperson. Maximum of one directed study allowed.

The student will develop a research topic in an area of finance. He or she will prepare a paper on the research findings and will present the paper before the faculty of the Finance Department. Course emphasis is on research methodology.

The Department

MFIN8899 Directed Study (Fall/Spring/Summer: 3)

Prerequisite: Upper-level M.S. in Finance status, and consent of the faculty member and the department chairperson. Maximum of one directed study allowed.

The student will develop a research topic in an area of finance. He or she will prepare a paper on the research findings and will present the paper before the faculty of the Finance Department. Course emphasis is on research methodology.

The Department

MFIN9911 Doctoral Continuation (Fall/Spring: 1)

The Department

Information Systems

Faculty

Mary Cronin, Professor; B.A., Emmanuel College; M.L.S., Simmons College; M.A., Ph.D., Brown University

Robert G. Fichman, Professor; Chairperson of the Department; B.S.E., M.S.E., University of Michigan; Ph.D., Massachusetts Institute of Technology

James Gips, Professor, John R. and Pamela Egan Chair; S.B., Massachusetts Institute of Technology; M.Sc., Ph.D., Stanford University

Gerald Kane, Professor; M.Div., Emory University; M.B.A., Georgia State University; Ph.D., Emory University

John Gallagher, Associate Professor; B.A., M.B.A., Boston College; Ph.D., Syracuse University

Sam Ransbotham, Associate Professor; B.Ch.E., M.S.M., M.B.A., Ph.D., Georgia Institute of Technology

Marios Kokkedis, Assistant Professor; B.Eng., National Technical University of Athens; M.Sc., University of California, Riverside; Ph.D., New York University

Zhuoxin (Allen) Li, Assistant Professor; B.Eng., South China University of Technology; M.Sc., Harbin Institute of Technology; M.Sc., Ph.D., University of Texas, Austin

Burcu Bulgurcu, Assistant Professor; B.Sc., M.Sc., Middle East Technical University; M.Sc., Ph.D., University of British Columbia

George Wyner, Associate Professor of the Practice; A.B., Harvard

University; Ph.D., Massachusetts Institute of Technology

Shannon Provost, Assistant Visiting Professor; B.A., Washington & Lee

University; Ph.D., MBA, The University of Texas at Austin

Peter Sterpe, Assistant Professor of the Practice; S.M., S.B.,

Massachusetts Institute of Technology

Leonard Evenchik, Assistant Professor of the Practice; S.M., S.B.,

Massachusetts Institute of Technology

Contacts

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• www.bc.edu/is

Course Offerings

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ISYS7700 Information Technology for Management

(Fall/Spring: 3)

Information Technology (IT) systems permeate the strategy, structure, and operations of modern enterprises. IT has become a major generator of business value, especially for organizations that have the right set of resources and capabilities to exploit it. It is essential that managers become fluent with IT so that they can promote innovative strategic initiatives that are increasingly IT dependent. In this course, students will obtain a broad overview of IT fundamentals, key emerging technologies, and IT managerial frameworks. Students will develop their ability to identify new opportunities presented by IT.

John Fox

ISYS7720 Data Analytics 2: Technology and Management (Fall: 1)

This course is intended for full-time M.B.A. students.

Data has become an ever more powerful driver of business innovation and competitive advantage in modern enterprises. In this course, students will learn about data from a managerial perspective. The course will address the role that data analytics and related information technologies play in enabling new strategies, product offerings, and ways of working in modern enterprises. Through a series of business cases, students will learn to combine data analytics concepts with IT managerial frameworks to analyze and address innovation opportunities and business challenges.

Robert Fichman

ISYS7725 Data Analytics 3: Using Databases (Fall: 1)

This course provides students with a deeper understanding of data by exploring the methods by which data is modeled, databases are designed, and data is queried from those databases. Topics include entity relationship diagramming, the relational database model, and in depth coverage of SQL.

George Wyner

ISYS7730 Data Analytics 4: Business Intelligence (Spring: 2)

Modern information systems now generate massive volumes of data. Organizations everywhere struggle to aggregate, analyze, and monetize the growing deluge of data. Business Analytics capitalizes on this data by combining statistical and quantitative analysis, explanatory and predictive modeling, and fact-based management. Managers can explore patterns, predict future trends and develop proactive, knowledge-driven decisions that affect all parts of modern organizations. This course provides students with a pragmatic familiarity with the capabilities and limitations of emerging analytics techniques, an introduction

to the R statistical computing software, an overview of methods and tools, and a core understanding required to be an intelligent manager, designer and consumer of analytics models.

Sam Ransbotham

ISYS8005 TechTrek West-Graduate (Fall/Spring: 3)

Prerequisite: Permission of instructor

Enrollment is limited, admission is competitive, and participation requires the additional cost of travel. Interested students should contact Prof. Gallagher for application details.

Graduate TechTrek West is a 3-credit field study to Silicon Valley and Seattle scheduled over spring break. Preparatory course work will occur during the first half of the spring semester. While focusing on the tech industry, TechTrek is designed to appeal to all majors. Visits will have a managerial focus, highlighting executive, marketing, finance, operations, and R&D functions.

John Gallagher

ISYS8053 Digital Commerce (Spring: 3)

Cross listed with OPER8053 and MKTG8053

Digital Commerce is a hybrid course. It will be divided about 50/50 between online, self-paced modules and in person class sessions in Fulton 310 (with one real-time webinar). Students must participate in all the real time class meetings, which will take place on the following dates: February 6, February 27, March 20, April 10, April 24, and May 8.

This course provides a management perspective on Digital Commerce technologies, competitive strategies and emerging trends. Students will learn the key aspects of internet and wireless technology that drove the proliferation of dot.com start ups, innovative digital business models, Hype Cycles, industry disruption, and global growth. We will analyze best practices in online retail and discuss today's privacy, regulatory and digital security challenges as global digital commerce migrates to smartphones and the Internet of Things.

Mary Cronin

ISYS8497 Readings and Research (Fall/Spring: 3)

Prerequisite: Permission of the Department Chairperson

Extensive reading under the direction of a faculty member.

The Department

ISYS8498 Independent Study (Fall/Spring: 3)

Prerequisite: Permission of the Department Chairperson

Investigation of a topic under the direction of a faculty member.

The Department

ISYS8499 Advanced Independent Research (Fall/Spring: 3)

Prerequisite: Permission of the Department Chairperson

Investigation of a topic under the direction of a faculty member.

Student develops a paper with publication potential.

The Department

Management and Organization

Faculty

Donald White, *Distinguished Emeritus Professor*; B.S., Boston College; A.M., Ph.D., Harvard University

William R. Torbert, *Professor Emeritus*; B.A., Ph.D., Yale University

Jean Bartunek, *Professor*, Robert A. and Evelyn J. Ferris Chair; B.A., Maryville University; M.A., Ph.D., University of Illinois at Chicago

Andrew Boynton, *Professor, Dean*; B.S., Boston College; M.B.A., Ph.D., University of North Carolina—Chapel Hill

Mary Ann Glynn, *Joseph F. Cotter Professor; Research Director*, Winston Center for Leadership and Ethics; B.A., Fordham University; M.A., Rider University; M.B.A., Long Island University; Ph.D., Columbia University

Judith Gordon, *Professor; Chairperson of the Department*; A.B., Brandeis University; M.Ed., Boston University; Ph.D., Massachusetts Institute of Technology

Richard Nielsen, *Professor*; B.S., M.A., University of Pennsylvania; Ph.D., Syracuse University

Michael Pratt, *O'Connor Family Professor; Ph.D. Program Director; Fellow for the Winston Center for Leadership and Ethics*; B.A., University of Dayton; M.A., Ph.D., University of Michigan

Judith Clair, *Associate Professor*; B.A., University of California; Ph.D., University of Southern California

Metin Sengul, *Associate Professor*; B.S., M.S., Istanbul Technical University; M.S., Texas A&M University; M.S., Ph.D., INSEAD

Mohan Subramaniam, *Associate Professor*; B.Tech., M.S., University Baroda, India; M.B.A., Indian Institute of Management; D.B.A., Boston University

Mary Tripas, *Associate Professor*; B.S., University of Illinois, Urbana; M.B.A., Harvard Business School; Ph.D., MIT Sloan School of Management

Tieying Yu, *Associate Professor*; B.S., Nankai University; M.S., Fudan University; Ph.D., Texas A&M University

Curtis Chan, *Assistant Professor*; A.B., A.M., Ph.D., Harvard University

Lyndon Garrett, *Assistant Professor*; B.S., Brigham Young University; Ph.D., University of Michigan

Simona Giorgi, *Assistant Professor*; B.S., Università Bocconi; Ph.D., Kellogg School of Management, Northwestern University

Suntae Kim, *Assistant Professor*; B.B.A. Seoul National University; M.S., Ph.D., University of Michigan

Sean Martin, *Assistant Professor*; B.A., University of California, Santa Barbara; M.B.A., California Polytechnic State University—San Luis Obispo; Ph.D., Cornell University

Beth Schinoff, *Assistant Professor*; B.S., Northwestern University; M.B.A., University of Illinois at Chicago; Ph.D., Arizona State University

Richard Spinello, *Clinical Associate Professor; Director, Carroll School Ethics Professor*; A.B., M.B.A., Boston College; M.A., Ph.D., Fordham University

Juan Montes, *Assistant Professor of the Practice*; J.D., Universidad de Chile; Ph.D., University of Navarra

Contacts

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- Department Chair: Judith R. Gordon, 617-552-0454, judith.gordon@bc.edu
- www.bc.edu/schools/csom/departments/mgtorg.html

Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed at www.bc.edu/courses.

MGMT7701 Introduction to Strategic Management (Fall: 2)

The course is designed to provide you with a general understanding of how firms formulate and implement strategies to create competitive advantage. Relying exclusively on the case method, it will expose you to some basic strategy concepts, which will lay the foundation for

the strategic management core course that you will take later on. The cases chosen for this course will place you in diversity of managerial situations—large multinational firms and small startups, manufacturing and service industries, growing and mature organizations, U.S. and non-U.S. settings. Discussion of these cases will enable you to learn different analytic techniques, and illustrate (1) the essence of strategy, (2) how to understand the external competitive environment, (3) ways to consider beyond the current business landscape, and (4) the role of top management in strategy implementation.

Metin Sengul

Tieying Yu

MGMT7709 Managing People and Organizations (Fall/Spring: 3)

This course focuses on the analysis and diagnosis of organizational problems. It attempts to enable students to apply these concepts to real organizational and managerial problems. It also provides opportunities for participation in ongoing work teams while learning about team effectiveness. Finally, students can examine their own behavior and beliefs about organizations to compare, contrast, and integrate them with the theories and observations of others.

Phil Fragaso

Candace Jones

MGMT7710 Strategic Management (Fall/Spring: 3)

The strategic management course deals with the overall general management of an organization. It stresses the role of the manager as strategist and coordinator whose function is to integrate the conflicting internal forces that arise from among the various organizational units while simultaneously adapting to the external pressures that originate from a changing environment. Drawing on the knowledge and skills developed in the core curriculum, this course serves as the integrating experience for the M.B.A. program.

The Department

MGMT7711 Managing Business in Society (Fall/Spring: 3)

Prerequisite: Management Practice I, II, and III, and M.B.A. Core

This course deals with the complexities of managing corporate sustainability and responsibility (new CSR) in today's dynamic and ever-more difficult world. Emphases include the integration of issues related to business in society, ethics, responsibility, accountability, transparency, governance, and ecological sustainability into corporate strategies and practices. We use a strategic management lens to learn the potential sources of strategic and competitive advantage that can derive from CSR, and explore some of the problems associated with poor responsibility practices.

Sandra Waddock

MGMT7712 Managing People and Organizations (Fall: 2)

Among the major facets of organizational management, its human dynamics have consistently proven to be the most challenging to understand, predict, and control. This course introduces the accumulated knowledge about individual, group, and system-wide behavior in organizations, as well as contemporary approaches for both diagnosing and intervening in situations at each of these systems levels. Students will be exposed to theories, concepts, and important literature in the field, with frequent opportunities to integrate and apply this knowledge.

Robert Radin

MGMT7730 Strategic Analysis (Fall: 3)

This course introduces you to a set of analytical frameworks that enable you to explain performance differences among firms and that

provide a structure for strategic decisions to enhance firms' future competitive positions. Building on the foundation laid by the Introduction to Strategic Management course that you took earlier, we will cover strategy both at the business level (introducing tools of industry analysis and competitive positioning) and at the corporate level (examining how decisions regarding corporate scope—horizontal, vertical, and global—create or destroy value in multibusiness firms). We will also study strategy implementation, focusing on the organizational structure, systems and processes that are put in place to manage the corporation. Throughout the course, our viewpoint will be that of the top management team who has responsibility for the long-term health of the entire organization.

Metin Sengul

Tieying Yu

MGMT8103 Leadership (Fall: 3)

Prerequisite: MGMT7709, MGMT7712, or consent of instructor

Explores the managerial process from the perspective of executives and managers at various levels and in diverse organizational settings. Draws on current behavior theory and research; examines the complex web of internal and external forces and contingencies acting on the manager in context. Uses a variety of teaching/learning methods, including the case method, situational exercises, and diagnostic instruments to illuminate managerial effectiveness in general as well as the student's particular style.

Mary Ann Glynn

MGMT8104 Nonprofit Management (Fall: 3)

This course provides an opportunity to explore essential management issues in a nonprofit context alongside topics that are somewhat unique to the nonprofit sector, including distinctive funding methods, governance, and staffing structures. Topical areas include Social Entrepreneurship, Venture Philanthropy, Leadership, Strategic Planning, Performance Measurement, Cause Marketing, and Microfinance. In addition to case and article discussion, the course features local, national, and international nonprofit leaders as guest speakers. The course aims to provide future nonprofit managers, volunteers, board members, donors, or supporters with a more nuanced understanding of critical issues and important trends in the nonprofit sector.

Nate Pelsma

MGMT8106 Strategic Planning and Implementation (Spring: 3)

Prerequisite: MGMT7710 or permission of instructor

We will explore how to develop a business strategy and implement it through readings, assignments, class discussion, and a case project. This will include examining emerging strategies build with higher purpose, ethical values and inspired leadership. Students will analyze real business situations, including a start-up business; an established, successful company; and a turnaround situation. The leaders of one of those businesses will participate in the project team report outs and share their own learnings.

Nancy Lownd

MGMT8107 Industry and Competitive Analysis (Spring: 3)

Metin Sengul

MGMT8108 Corporate Strategy (Fall: 3)

The Strategic Management course focuses on the creation of long-term competitive advantage in companies with a single primary line of business. Corporate Strategy extends those principles to explore strategies of multi-business organizations. The course will take the

perspective of the CEO and senior management team whose primary job is to create shareholder value, and addresses questions such as: which businesses should be part of our portfolio? How should we shape that portfolio through M&A and divestitures? How do balance sheet realities, private equity alternatives, and activist investors impact our strategic choices? How do we develop and implement strategy in multi-business companies.

Jack Welch

MGMT8114 Strategic Issues in the Biopharmaceutical Industry (Fall: 3)

This course evaluates strategic challenges and opportunities faced by life science companies. We will review: U.S. health care system versus global alternatives, global burden of disease and treatment paradigm, industry benchmarks for R&D, business development, and commercialization. We will consider specific strategic issues facing the industry, e.g., emerging markets opportunity, R&D productivity challenges, Portfolio management approaches, Increasing role of academia and bio-tech in discovery. Guest lecturers working within the industry will speak to strategic issues. Students will be asked to complete two typical consulting projects focusing on a particular disease state and/or strategic issue.

Frank Deane

MGMT8125 Leading High Performance Teams (Fall: 3)

Scott McDermott

MGMT8137 Advanced Topics: Strategic Deal-Making (Spring: 3)

This is a course with practical case studies and innovative experimental simulations that will empower you with specific ways to proactively shape discussions and business agreements by creating partnerships, alliances and business deals with the right parties, approached in the right order/sequence, dealing with the right issues/interests, by the right means under the right to reach more optimal outcomes.

Patrick Davenport

MGMT8138 Designing the Future (Spring: 3)

The twin crises of sustainability and inequality pose significant threats to business and economics, yet system change for a better future for all is difficult. In this course, we will use design thinking, large system change strategies, a wide variety of readings, videos, exercises, and your imaginations to explore what a sustainable and equitable future could be like. We will think through what a thriving future could be, develop a new narrative that grounds social, political, ecological, and economic environments in a realistic new paradigm that offers hope for a better future and begin to understand how system change occurs. Issues include: change strategies and dynamics, sustainability, shifting organizational forms, the growth imperative, dynamics and ethics of the system, and future trends. These issues will be integrated into a class vision for the future. Be prepared to work hard, collaborate, and explore the edges of your knowledge and thinking.

Sandra Waddock

MGMT8139 Special Topics: Cross-Border Strategic Alliances (Fall: 3)

This course focuses on the increasingly important topic of strategic collaboration among organizations seeking to create greater value and to position themselves more favorably in a highly competitive and rapidly changing world. Successful firms in dynamic and evolving industries recognize the benefits of collaborating with other players in their value net (e.g., suppliers, customers and even competitors) in order to access important capabilities or knowledge necessary for

achieving their strategic goals in an effective and timely manner. They also recognize that forming and executing these alliances successfully presents enormous challenges. Most of the larger and strategically thinking firms have established high-level units within their organization to plan and supervise their strategic alliances. They see this capability as being a necessary core competence.

William Reinfield

MGMT8143 Technological Innovation and Disruption (Spring: 3)

John Macdonald

MGMT8851 Macro-Organizational Theory (Fall: 3)

The seminar provides a foundation in traditional and emerging topics in theory at the organizational level of analysis. Several perspectives are explored such as Weberian bureaucracies, open systems theories, contingency theory in organization design, political economy, resource dependence and demography, institutional theories, population and community ecology, organizational culture, and interpretivist perspectives.

Candace Jones

MGMT8852 Perspectives on Individual and Organizational Change (Fall: 3)

This course introduces topics relating to individual and organizational change and development. Topics include approaches to career development, and organizational-level change issues, such as the early formation and development of organizations, planned change, organizational learning, organizational life cycles, organizational transformations, and organizational decline and death.

Jean Bartunek

MGMT8855 Advanced Topics/Social Cognition (Spring: 3)

John Glynn

MGMT8859 Ph.D. Seminar in Strategy (Fall: 3)

The Department

MGMT8870 Qualitative Research Methods (Fall: 3)

The purpose of this course is to help you better understand qualitative research methods so as to enable you to be a better researcher and reviewer of work that employs these types of methodologies. Given the variety of methods that fall under the rubric of "qualitative methods," some classes will discuss general issues or skills (e.g., gaining access, interviewing, observing) that are applicable to several different methodological approaches, while others will focus more specifically on a particular approach (e.g., ethnography, case studies, grounded theory). Skill development is essential to the course, and there will be opportunities to practice specific methodological techniques and to critique exemplary qualitative research.

Michael Pratt

MGMT8872 Research Seminar I (Spring: 3)

Students participate with department faculty as colleagues in a weekly seminar on contemporary developments in organization studies. Objectives are to enhance expertise in theory building, scholarly writing, and other professional competencies, to foster completion of the second year paper, to improve research and presentation skills through public discussion, and to enhance the organization studies community.

Jean Bartunek

MGMT8877 Research in the Community (Fall: 1)

The purposes of this seminar are to introduce first year students to the variety of research occurring in the Management and Organization Department and to involve them in the scholarly activities of the department. Members of the Management and Organization faculty

will provide overviews of their research, students will attend research presentations that comprise the MO Research Series, and students will complete a reflection paper about their own research identity.

Michael Pratt

MGMT8897 Independent Study (Fall/Spring: 3)

Prerequisite: Permission of a faculty member

Extensive reading in a selected area under the direction of a faculty member. Student presents written critiques of the readings, as well as comparisons between readings.

The Department

MGMT8898 Pre-Dissertation Project (Fall/Spring: 3)

Prerequisite: Permission of a faculty member

Investigation of a topic under the direction of a faculty member. Student develops a paper with publication potential.

Michael Pratt

MGMT8899 Dissertation Project (Fall/Spring: 3)

Prerequisite: Permission of a faculty member

Investigation of a topic under the direction of a faculty member. Student develops a paper with publication potential.

Michael Pratt

MGMT9911 Doctoral Continuation (Fall/Spring: 1)

Michael Pratt

Marketing

Faculty

Katherine N. Lemon, *Professor and Accenture Professorship*; B.A., Colorado College; M.B.A., Wichita State University; Ph.D., University of California, Berkeley

Kathleen Seiders, *Professor*; B.A., Hunter College; M.B.A., Babson College; Ph.D., Texas A&M

S. Adam Brasel, *Associate Professor; Chairperson of the Department*; B.S., M.B.A., University of Illinois Urbana-Champaign; Ph.D., Stanford University

Henrik Hagvedt, *Associate Professor*; B.S., University of Oslo;

M.B.A., Ph.D., University of Georgia

Gergana Y. Nenkov, *Associate Professor*; B.A., American University in Bulgaria; Ph.D., University of Pittsburgh

Linda C. Salisbury, *Associate Professor*; B.S., State University of New York at Albany; M.S., M.B.A., Rensselaer Polytechnic Institute; Ph.D., University of Michigan

Gerald E. Smith, *Associate Professor*; B.A., Brandeis University; M.B.A., Harvard University; D.B.A., Boston University

Min Zhao, *Associate Professor*; B.A., M.A., Beijing Foreign Studies University, China; Ph.D., University of North Carolina at Chapel Hill

Audrey Azoulay, *Assistant Professor of the Practice*; B.A., M.A., Sorbonne; Ph.D., HEC Paris

Alexander Bleier, *Assistant Professor*; B.A., University of Paderborn, Germany; M.S., Goethe University, Germany; Ph.D., University of Cologne, Germany

Sokiente W. Dagogo-Jack, *Assistant Professor*; A.B., Harvard, M.S., Ph.D., University of Washington

Hristina Nikolova, *Coughlin Sesquicentennial Assistant Professor*; B.S., Ramapo College, New Jersey; Ph.D., University of Pittsburgh

Nailya Ordabayeva, *Assistant Professor*; B.S., Bilkent University, Turkey; M.S., Ph.D., INSEAD, France

Bradford T. Hudson, *Associate Professor of the Practice*; B.A., University of Pennsylvania; M.P.S., Cornell University; Ph.D., Boston University

Bridget Akinc, *Senior Lecturer*; B.A., Princeton University; M.B.A., MIT Sloan School

Jon Kerbs, *Senior Lecturer*; B.S., West Point; M.B.A., Indiana University

Contacts

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- Department Fax Number: 617-552-6677

- www.bc.edu/marketing

Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed at www.bc.edu/courses.

MKTG7700 Marketing Operations Management (Fall/Spring: 3)

This course focuses on the managerial skills, tools, and concepts required to produce a mutually satisfying exchange between consumers and providers of goods, services, and ideas. The material is presented in a three-part sequence. Part one deals with understanding the marketplace. Part two deals with the individual parts of the marketing program such as pricing, promotion, product decisions, and distribution. Part three of the course deals with overall strategy formulation and control of the marketing function. Students in this course will come to understand the critical links between marketing and the other functional areas of management.

The Department

MKTG7720 Marketing (Fall: 2)

This course focuses on the managerial skills, tools, and concepts required to produce a mutually satisfying exchange between consumers and providers of goods, services, and ideas. The material is presented in a three-part sequence. Part one deals with understanding the marketplace. Part two deals with the individual parts of the marketing program such as pricing, promotion, product decisions, and distribution. Part three of the course deals with overall strategy formulation and control of the marketing function. Students in this course will come to understand the critical links between marketing and the other functional areas of management.

Gerald Smith

MKTG8001 Marketing Research (Fall/Spring: 2)

Prerequisite: MKTG7700 or MKTG7720

The current business environment rewards companies that respond to consumer demand faster than their competitors, and marketing research is a key route for companies to learn about their target markets. This course seeks to make you both a smarter producer and consumer of marketing research. Topics covered include formulating project-based research questions, the major styles of marketing research, and fundamental research design such as measurement theory and sampling. SPSS and data analysis are covered from a managerial perspective, and you will learn how to conduct and interpret common forms of data analysis seen in marketing research reports.

Paul Berger

Adam Brasel

MKTG8003 Product Planning and Strategy (Spring: 3)

Prerequisite: MKTG7700 or MKTG7720

This course focuses on the challenge of creating and launching new products and services. It is particularly appropriate for those who are interested in becoming a Product Manager within a larger company, or in starting their own business at some point. The course is built on the concept of learning by doing, as small student teams go through the full process of coming up with their own new product or service ideas, evaluating them, doing market research, and developing launch plans. We also assess a number of current new product ideas, analyze cases from a range of industries, and have one or two outside speakers. There is a heavy emphasis on discussion and practicality.

James Bright

MKTG8005 Marketing Strategy (Fall: 3)

Prerequisite: MKTG7700 or MKTG7720 and one other marketing elective

This course builds on the core marketing course and integrates the various aspects of marketing to explore strategic marketing issues. Extensive case analysis and financial and analytical tools are used to examine marketing growth strategies, target market strategies, external factors, marketing program development, the marketing organization, and implementation of marketing strategy. Students learn to formulate marketing strategies and estimate the financial and marketing outcomes of implementing such strategies. Quantitative methods, including finance and accounting tools, will be used throughout the course.

Audrey Azoulay-Sadka

MKTG8008 Integrated Marketing Communications (Fall: 3)

Prerequisite: MKTG7700 or MKTG7720

This course concerns the communication function in marketing. It is designed to introduce students to integrated marketing communications (IMC). It aims at relating the elements of the marketing mix (4P's) to the various aspects of the communications that take place between the firm and its customers. The course builds on a base of strategic marketing planning and consumer behavior and then proceeds to examine the role of the promotional mix (e.g., advertising, direct marketing, sales promotion, Internet and interactive marketing, publicity and public relations) in developing integrated marketing communications programs and helping organizations meet strategic marketing objectives.

Gergana Nenkov

MKTG8010 Business to Business Marketing (Summer: 3)

Prerequisite: MKTG7700 or MKTG7720

This course provides an in-depth understanding of the unique aspects of marketing in a business-to-business environment. Its focus centers on the importance of linking customer needs to the development of high value products and services throughout the value chain in a global, electronic environment. The course examines the scope and challenges of business-to-business markets, including building and managing customer relationships and services, buying behavior, distribution channels, marketing research, managing R&D and technical product development, managing the sales process and sales force support, new-product launch, positioning and pricing.

Jon Kerbs

John Teopaco

MKTG8014 Pricing Policy and Strategy (Fall/Spring: 3)

Prerequisite: MKTG7700 or MKTG7720, and ACC17701 or ACC17703

This course explores pricing strategy and shows how pricing can be managed to achieve profitability. The course is practical and hands-on. It examines current pricing practices used by many companies, and shows how they lead to distortions and problems. It suggests strategic principles that lead to more profitable pricing decisions, including methods for financial analysis that focus on pricing profitability. Other topics include value-based pricing, managing price competition, segmenting markets based on price sensitivity, segmentation pricing strategies, buyer psychology of pricing, and research methods for assessing price sensitivity.

The Department

MKTG8015 Strategic Brand Management (Fall/Spring: 2)

Prerequisite: MKTG7700 or MKTG7720

This course teaches students fundamental and leading-edge concepts in brand management. Students learn to develop and articulate brand strategy, how to give strategic brand direction, and how to measure strategic brand progress. They learn how to manage key relationships and functions that surround the brand, e.g., advertising, promotion, public relations, licensing, and product and package design agencies. A capable brand manager has exceptional strategic, quantitative, interpersonal, and presentation skills and must be comfortable with decision-making and leadership. The course will focus on the development and application of these skills in brand management via in-class learning, case discussion, and project work.

John Fisher

MKTG8053 Digital Commerce (Spring: 3)

Cross listed with OPER8053 and ISYS8053

This course provides a management perspective on Digital Commerce technologies, competitive strategies and emerging trends. Students will learn the key aspects of internet and wireless technology that drove the proliferation of dot.com start ups, innovative digital business models, Hype Cycles, industry disruption, and global growth. We will analyze best practices in online retail and discuss today's privacy, regulatory and digital security challenges as global digital commerce migrates to smartphones and the Internet of Things. Digital Commerce is a hybrid course. It will be divided about 50/50 between online, self-paced modules and in person class sessions in Fulton 310 (with one real-time webinar). Students must participate in all the real time class meetings, which will take place on the following dates: February 6, February 27, March 20, April 10, April 24, and May 8.

Mary Cronin

MKTG8499 Directed Readings (Fall/Spring/Summer: 3)

Extensive reading under the direction of a faculty member.

The Department

MKTG8620 Marketing Info Analytics (Spring: 3)

Prerequisite: Must have successfully completed MKTG7700

Firms rely increasingly on vast amounts of data to inform marketing decisions. Coming from many sources, the data offer a myriad of opportunities for analysis, insight, experimentation, intervention and innovation. In this course, students will develop key skill sets at the intersection of Marketing and IT that will equip them for positions such as marketing analyst, database marketer, market analytics specialist, ecommerce strategist, social media specialist, or media planner.

Students will engage in hands-on statistical analysis of real company and customer data, and use the insights to develop marketing strategies and to measure the success of marketing strategies.

Alexander Bleier

Operations Management

Faculty

Larry P. Ritzman, *Galligan Professor Emeritus*; B.S., M.B.A., University of Akron; D.B.A., Michigan State University
 Samuel B. Graves, *Professor; Chairperson of the Department*; B.S., U.S. Air Force Academy; M.S., D.B.A., George Washington University
 Jeffrey L. Ringuest, *Professor*; B.S., Roger Williams College; M.S., Ph.D., Clemson University
 M. Hossein Safizadeh, *Professor*; B.B.A., Iran Institute of Banking; M.B.A., Ph.D., Oklahoma State University
 Jiri Chod, *Associate Professor*; B.S., M.S., Prague School of Economics; Ph.D., Simon School of Business, University of Rochester
 Joy M. Field, *Associate Professor*; M.S., M.B.A., Ph.D., University of Minnesota
 Mei Xue, *Associate Professor*; B.A., B.E., Tianjin University; M.S.E., A.M., University of Pennsylvania; Ph.D., The Wharton School, University of Pennsylvania
 Isil Ale, *Assistant Professor*; B.S., Middle East Technical University; M.S., Ph.D., Georgia Institute of Technology
 Tingliang Huang, *Assistant Professor*; B.S., University of Science and Technology of China; M.S., University of Minnesota; Ph.D., Northwestern University
 Deishin Lee, *Assistant Professor*; B.S., M.S., Massachusetts Institute of Technology; Ph.D., Stanford University
 Yehua Wei, *Assistant Professor*; B.S., University of Waterloo; Ph.D., Massachusetts Institute of Technology
 Linda Boardman Liu, *Assistant Professor of the Practice; Assistant Chairperson*; B.Sc., Merrimack College; M.B.A., Simmons College; D.B.A., Boston University
 Stephanie Jernigan, *Assistant Professor of the Practice*; B.A., Carleton College; M.S.E., The Johns Hopkins University; Ph.D., Georgia Institute of Technology
 John Neale, *Assistant Professor of the Practice*; B.S., Stanford University; M.S.E., Ph.D., University of Michigan
 Delvon Parker, *Assistant Professor of the Practice*; B.S., M.S., Ph.D., Michigan State University
 Pieter Vanderwerf, *Assistant Professor of the Practice*; B.A., Dartmouth College; Ph.D., Massachusetts Institute of Technology

Contacts

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Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed at www.bc.edu/courses.

OPER7700 Operations Management (Fall/Spring/Summer: 3)

Prerequisite: Must have successfully completed OPER7705

Operations, like accounting, finance and marketing, is one of the primary functions of every organization. Operations managers transform human, physical and technical resources into goods and services. Hence, it is vital that every organization manage this resource conversion effectively and efficiently. How effectively this is

accomplished depends upon the linkages between operating decisions and top management (strategic) decisions. The focus of the course is decision-making at the operating level of the firm, converting broad policy directives into specific actions within the organization. Strong emphasis will be placed on the development and use of quantitative models to assist in decision making.

William Driscoll

OPER7705 Statistics (Fall/Spring/Summer: 3)

This course focuses on the analytical tools of statistics that are applicable to management practice. The course begins with descriptive statistics and probability and progresses to inferential statistics relative to central tendency and dispersion. In addition to basic concepts of estimation and hypothesis testing, the course includes coverage of topics such as analysis of variance and regression.

The Department

OPER7706 Analytics for Managers (Fall/Summer: 3)

Prerequisite: Must have successfully completed OPER7705

This course focuses on the use of quantitative methods to support managerial decisions. Fundamental to this type of decision analysis is a model, which is a representation of reality. A child enjoys a model car or a model train. An engineer uses a model of an airplane wing in a wind tunnel. An architect uses a set of blueprints as a model to illustrate what is to be built. The National Weather Service uses computer models to predict the track of a hurricane. In this course we will see how mathematical models and modern spreadsheet software can be used to support managerial decision analysis. We will pay special attention to the assumptions and limitations of using mathematical models as part of the iterative process of making operational and strategic management decisions. Examples will be used to illustrate this process in real world situations.

Jiri Chod

Pieter Vanderwerf

OPER7716 Data Analytics 1: Modeling (Fall: 1)

This course focuses on the use of quantitative methods to support managerial decisions. Fundamental to this type of decision analysis is a model, which is a representation of reality. A child enjoys a model car or a model train. An engineer uses a model of an airplane wing in a wind tunnel. An architect uses a set of blueprints as a model to illustrate what is to be built. The National Weather Service uses computer models to predict the track of a hurricane. In this course we will see how mathematical models and modern spreadsheet software can be used to support managerial decision analysis. We will pay special attention to the assumptions and limitations of using mathematical models as part of the iterative process of making operational and strategic management decisions. Examples will be used to illustrate this process in real world situations.

Pieter Vanderwerf

OPER7720 Operations Management (Spring: 2)

Prerequisite: OPER7725

This course discusses the resource structure and the execution of activities that produce goods or deliver services. It focuses on the design and integration of the supply chain processes that support a company's business strategy. It offers a blend of the theory and practice of operations management. At the same time, the course shows the role of quantitative techniques in guiding the operations decisions. The pedagogy involves lecture, readings, and discussion of case studies.

M.H. Safizadeh

OPER8032 Supply Chain Management (Spring: 3)

Prerequisite: OPER7700 or OPER7720

This course will dive deeply into the design and management of supply chains. Students will develop an understanding of the complexity associated with the supply, distribution, and sourcing decisions related to supply chains in domestic and global markets for both services and good producing operations. The course will include discussions, case analysis, and interactive exercises and simulations.

The Department

OPER8054 Management of Service Operations (Fall: 3)

Prerequisite: OPER7700 or OPER7720

The ever-increasing contribution of the service sector to the growth of GDP and the growing dependence of a highly automated manufacturing sector on service industries make prosperity of service operations critical to the United States' ability to compete in international markets. This course focuses on issues that are essential to the success of a service-oriented operation. Topics include focusing and positioning the service, service concept and design, operations strategy and service delivery systems, integration of functional activities, work force, and quality control issues. Much emphasis is placed on case studies and analysis of real-world scenarios.

Hossein Safizadeh

OPER8497 Directed Readings (Fall/Spring: 3)

Extensive reading under the direction of a faculty member. Student presents written critiques of the reading as well as comparisons between readings.

The Department

OPER8498 Directed Research I (Fall/Spring: 3)

Prerequisite: Permission of the department chairperson

Investigation of a topic under the direction of a faculty member. Student develops a paper with publication potential.

The Department

OPER8499 Directed Research II (Fall/Spring: 3)

Prerequisite: Permission of the department chairperson

Investigation of a topic under the direction of a faculty member. Student develops a paper with publication potential.

The Department

Connell School of Nursing

The William F. Connell School of Nursing offers a Master of Science (M.S.) degree program preparing individuals for advanced nursing practice as nurse practitioners, nurse anesthetists, and a Doctor of Philosophy (Ph.D.) degree program preparing highly qualified individuals for research and leadership roles in nursing, health care, research, and academic settings.

DOCTOR OF PHILOSOPHY DEGREE PROGRAM WITH A MAJOR IN NURSING

The Ph.D. Program in Nursing emphasizes knowledge development and research to advance nursing science and improve the health of individuals, families, and communities. The graduate of the Ph.D. program is prepared to:

1. Constructively critique and synthesize nursing and interdisciplinary knowledge within a substantive area of inquiry relevant to nursing practice.
2. Design, conduct and disseminate innovative, rigorous, and ethically sound research that draws upon multiple methods to advance nursing science.
3. Assume leadership and collaborate with other disciplines to address contemporary health care concerns affecting health and well-being.
4. Use scholarly inquiry to generate and disseminate knowledge that facilitates humanization, advances the discipline, informs practice and reshapes policy.
5. Articulate the perspective of nursing in interdisciplinary dialogue for the common good of a diverse and global society.

The Ph.D. program includes two phases: coursework and dissertation. After finishing the required coursework, the student completes a comprehensive examination. The purpose of the Ph.D. Comprehensive Examination is to demonstrate mastery of the program objectives through written and oral responses to questions related to knowledge development, research methods, substantive knowledge, ethical judgment, and nursing/health care issues and health policy. After successful completion of the Ph.D. Comprehensive Examination, the student moves to the dissertation phase, in which she/he develops and conducts original dissertation research. The Ph.D. program and defense of the final dissertation must be completed within eight years of initial enrollment. Policies and procedures are consistent with those of the University.

Consistent with the recommendations of leading professional organizations, full-time doctoral study is highly recommended. Fellowships, scholarships, and other financial resources are available to full-time Ph.D. students through the Connell School of Nursing, Boston College, professional nursing organizations and governmental agencies (e.g., HRSA, NIH, NINR). The full-time plan of study allows students to complete required coursework in two years; some students may take longer to complete required coursework or may need to take additional coursework. Most full-time students complete the entire Ph.D. program in four–five years. Part-time students usually take longer to complete the degree. Nonetheless, the entire Ph.D. program, including dissertation research and defense, must be completed within eight years.

Low student-to-faculty ratios and research mentorship facilitate student success and program completion in a reasonable amount of time. Multiple resources for scholarly development are available within the Connell School of Nursing, the University, our consortium University partners, and through research collaborations with research

and clinical academic centers of the Greater Boston area. The Ph.D. program offers a variety of learning opportunities through course work, CSON forums, interdisciplinary colloquia, and collaborations through the Harvard Catalyst, independent study, and research practica. An individualized plan of study is developed according to the student's educational background, research interests, and stage of development in scholarly activities.

A combined M.S./Ph.D. option is available for well-qualified individuals with B.S.N. degrees who wish to obtain preparation as advanced practice nurses (e.g., nurse practitioners) and also complete the Ph.D. degree in nursing research and knowledge development. Students who are interested in the M.S./Ph.D. option should contact the Associate Dean for Graduate Programs.

Career Opportunities

Graduates of the Ph.D. program often seek positions in academic settings or in health care, industry, government, or other settings where research is conducted. Some Ph.D. graduates continue on to complete post-doctoral fellowships at research centers located at universities, government or health care agencies.

Program of Study

A minimum of forty-six (46) credits beyond the M.S. degree are required to complete the Ph.D. degree. Additional credits and course work may be needed, depending upon the student's background, previous graduate training and area of research interest. Substantive content expertise is acquired by taking cognates and elective courses in the area of interest. The research component of the program includes qualitative and quantitative research methods, statistics, research seminars, research practica and experiences, and dissertation development and advisement.

The Ph.D. program of study includes:

- NURS9701—Epistemology: Historical and Contemporary Influences on Knowledge Development in Nursing—3 credits
 - NURS9712 Integrative Review for Nursing Science—3 credits
 - PHIL5593 Philosophy of Science—3 credits
 - NURS9716 Health Policy and Social Justice—3 credits
 - Cognates in Substantive Area of Study—6 credits
 - Intermediate and Advanced Statistics—6 credits
 - NURS9808 Research Design & Methods I—3 credits
 - NURS9809 Research Design & Methods II—3 credits
 - NURS9810 Responsible Conduct of Research—0–1 credits
 - NURS9812 Research Seminar: Developing the Purpose, Aims and Questions—2 credits
 - NURS9813 Research Seminar: Refining the Research Plan—2 credits
 - NURS9751 Advanced Qualitative Research Methods—3 credits
 - Advanced Research Methods Elective—3 credits
 - NURS9901 Doctoral Comprehensive Examination—1 credit
 - NURS9902 Dissertation Advisement—3 credits
 - NURS9903 Dissertation Advisement—3 credits
 - NURS9911 Doctoral Continuation—1 credit per semester until program
- Total: ≥ 46 credits**

Admission Requirements

- Bachelor's or Master's degree from a nationally accredited nursing program
- Master's degree in nursing or related field
- Official transcripts from all colleges and universities attended
- Current R.N. license
- Current curriculum vitae
- Written statement of career goals that includes research interests
- Three letters of reference, preferably from doctorally prepared academic and service personnel, at least two of whom should be professional nurses
- Three-credit introductory or higher graduate level statistics course
- Writing sample
- Official report of the Graduate Record Examination scores (preferably within last five years)
- Application form with application fee
- Qualified applicants will be invited for interview with faculty.

Pre-application inquiries are welcomed. Information sessions are offered several times per year. Applications are reviewed after all credentials are received and a personal interview is scheduled. The deadline for receipt of all credentials is January 15. Please visit www.bc.edu/nursing for additional information, information session dates and application materials.

Financial Aid

There are three major sources of funding for full-time students in the doctoral program in nursing at Boston College.

- University Fellowships are awarded to eligible full-time students each year on a competitive basis. Full tuition and a stipend are provided for up to three years as long as the student maintains good academic standing and demonstrates progress toward the Ph.D.
- Students are encouraged to apply for a competitive individual National Research Service Award to assist with tuition and to provide a stipend.
- Research Assistant positions may be available through faculty research grants.
- Teaching Assistant positions are available within the Connell School of Nursing.
- Additional grants and scholarship opportunities are available on an individual basis.

MASTER OF SCIENCE DEGREE PROGRAM WITH A MAJOR IN NURSING

The Master of Science degree program in nursing prepares advanced practice nurses as nurse practitioners or nurse anesthetists. Master's degree programs (and post-master's additional special certificate programs) are offered in the following areas of clinical specialization:

- Adult Gerontology Primary Care Nurse Practitioner
- Family Nurse Practitioner
- Pediatric Primary Care Nurse Practitioner
- Psychiatric-Mental Health Nurse Practitioner
- Women's Health Nurse Practitioner
- Nurse Anesthetist

Students who complete the M.S. degree or post-master's additional specialty certificate requirements are eligible to apply to take the national certification examination relevant to their clinical specialty. In addition to the above degree programs, elective courses are offered in the areas of Forensic Nursing and Palliative Care Nursing.

The focus of the Master's Program is on human responses to actual or potential health problems. The approach to clients is multi-faceted and includes the development of advanced competencies in clinical judgment. The graduate of the Master's Program provides theory- and evidence-based direct care to individuals, families, and communities. Additional roles of the advanced practice nurse include indirect services such as staff development, consultation, health care management, and participation in research to improve the quality of patient outcomes. Graduates of the Master's degree program are prepared to:

1. Implement a philosophy of nursing congruent with Judeo-Christian values that support the intrinsic worth of each human being.
2. Synthesize theory, research, and values within a conceptual framework to guide advanced practice nursing in a specialized area.
3. Integrate knowledge from science and the humanities to generate diagnostic, therapeutic, and ethical nursing and health care.
4. Develop organizational and systems leadership skills to promote critical decision making in support of high quality patient care.
5. Apply methods, instruments, and performance measures and standards for quality improvement within an organization.
6. Use evidence-based research findings to inform clinical practice, promote change and disseminate new knowledge.
7. Utilize technology to deliver, enhance, communicate, integrate, and coordinate care.
8. Intervene at the system level through policy development and advocacy strategies to influence health and health care.
9. Collaborate, consult and coordinate continuity of care with clients and other health professionals regarding prevention and strategies that improve the health of individuals, families, and populations in a diverse and global society.

With the exception of Nurse Anesthesia, most of the specialty programs can be completed on either a full-time or a part-time basis. The Nurse Anesthesia Program only allows for full-time study. All master's degree programs must be completed within five (5) years from the time of initial enrollment.

Cooperating Health Agencies

The M.S. Program utilizes numerous and diverse practice settings in the city of Boston, the greater metropolitan area and eastern New England. Sites are selected to offer rich experiences for developing advanced competencies in the nursing specialty. Community agencies include the Boston VNA, mental health centers, general health centers, community health centers, college health clinics, public health departments, visiting nurse associations, health maintenance organizations, nurse practitioners in private practice, and home care agencies. Additional settings include hospice, homeless shelters, schools, prisons and Boston Veterans Administration (VA) health services. Selected major teaching hospitals used include: Massachusetts General Hospital, Beth Israel-Deaconess Medical Center, McLean Hospital, Brigham and Women's Hospital, Boston Medical Center, and Boston Children's Hospital.

Career Options

Graduates of the Connell School of Nursing's M.S. program function in traditional and non-traditional advanced practice nursing roles as Nurse Practitioners and/or Nurse Anesthetists as well as assuming leadership roles in health care and government service. Many continue on to pursue doctoral education in Ph.D. or D.N.P. programs.

Areas of Clinical Specialization

Adult-Gerontology Primary Care Nurse Practitioner

As an advanced practice nurse, a graduate of this program is able to manage the health care of adolescents, adults, and older adults, providing interventions to promote optimal health across a wide range of settings. Graduates serve as advanced practice nurses in a variety of health care settings including hospitals, clinics, health maintenance organizations, hospices, home care, and community-based medical practices, and can pursue national certification (through organizations such as the American Nurses Credentialing Center) as an Adult-Gerontology Primary Care Nurse Practitioner.

Family Nurse Practitioner

A graduate of this program is able to deliver primary care to individuals, families, and communities across a broad range of racial/ethnic, socioeconomic, geographic, and age/development strata. Graduates can serve as Family Nurse Practitioners (FNPs) in a variety of health care settings, including ambulatory settings, wellness centers, home health agencies, occupational health sites, senior centers, homeless shelters, and migrant camps. Graduates can pursue national certification (through organizations such as the American Nurses Credentialing Center) as a Family Nurse Practitioner.

Pediatric Primary Care Nurse Practitioner

A graduate of this specialty program is able to provide a wide range of primary and secondary health services for children from infancy through adolescence. Graduates can serve as a Pediatric Nurse Practitioner in a variety of health care agencies and community settings. Graduates can pursue national certification (through the American Nurses Credentialing Center or the National Certification Board of Pediatric Nurse Associates and Practitioners) as a Pediatric Primary Care Nurse Practitioner.

Psychiatric-Mental Health Nurse Practitioner

A graduate of the Family Psychiatric Mental Health Nurse Practitioner Program is able to conduct psychotherapy with individuals across the life span, groups, and families. Graduates can also function as case managers for persons with psychiatric disorders, provide psychiatric consultation to primary care providers, serve as Psychiatric-Mental Health Specialists in a variety of settings, including out-patient, partial hospitalization, day treatment, and community-based intervention programs. Graduates are eligible to seek national certification (through organizations such as the American Nurses Credentialing Center) as a Family Psychiatric-Mental Health Nurse Practitioner or Psychiatric-Mental Health Nurse Practitioner, and can apply for prescriptive authority in many states (including Massachusetts).

Women's Health Nurse Practitioner

As a Women's Health Nurse Practitioner, a graduate from this specialty program is able to provide direct care to meet women's unique concerns and health needs across the life span. Graduates can also serve as a Women's Health Nurse Practitioner inside or outside of formal health care agencies and institutions. Graduates can pursue national certification as a Women's Health Nurse Practitioner offered by national programs such as the National Certification Corporation.

The Master's Programs in Nursing received full re-accreditation from the Commission on Collegiate Nursing Education (CCNE) in 2008 for 10 years (2008–2018).

Nurse Anesthetist

The Nurse Anesthesia Program is a collaborative effort between the William F. Connell School of Nursing and Anesthesia Associates of Massachusetts. The curriculum design takes advantage of the core courses common to all Master's Degree nursing specialties. In addition, students learn the advanced physiologic and pharmacologic principles specific to nurse anesthesia practice. The Nurse Anesthesia program of study includes six credits of electives, 21 credits of core courses, and 43 credits of specialty and theory clinical practicum. Clinical practica take place at the varied facilities where Anesthesia Associates of Massachusetts provide services, and give students broad hands-on experience. The 27-month full-time curriculum is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs; graduates are eligible to sit for the National Certification Examination of the Council on Certification. The Nurse Anesthesia Program was re-accredited in 2015 by the Council on Accreditation (COA) for Nurse Anesthesia Programs.

Elective Coursework in Sub-Specialty Areas

Elective courses are offered in the sub-specialty areas of Forensic Nursing and Interdisciplinary palliative care. The Interdisciplinary palliative care health coursework addresses core content in pain management, death and dying, and common causes of morbidity and mortality including cancer, heart disease, stroke, neurological disorders, HIV/AIDS, and chronic respiratory conditions. Students who plan to seek certification as advanced practice hospice/palliative care nurses (through organizations such as the National Board for Certification of Hospice and Palliative Care Nurses) must document clinical experience in the advanced practice role in hospice and palliative care settings.

Master's Program Entry Options

Traditional Option (for Students with B.S. Degree in Nursing)

A number of M.S. programs are available for registered nurses who have a baccalaureate degree in nursing from a nationally accredited nursing program. These include the traditional M.S. Program in all specialty areas, the M.S./M.B.A., the M.S./M.A. dual degree plans, and the M.S./Ph.D. program.

The traditional master's program is comprised of 45 credits (for most clinical specialties other than Nurse Anesthesia) and can usually be completed in 1 1/2–2 years of full-time study, depending on the availability of clinical placements in the specialty. Part-time study is also allowed in every clinical specialty programs, with the exception of Nurse Anesthesia. Most programs can be completed in two to four years of part-time study. Students take electives and core courses prior to or concurrently with specialty courses. In contrast, the Nurse Anesthesia program requires 70 credits of full-time coursework over 27 months.

On admission, all M.S. students are provided with a scheduled clinical year and individualized programs of study are developed with the graduate office. Students are also assigned a faculty advisor within their specialty.

Direct Master's Entry Option (for Students with non-Nursing Bachelor's Degree)

This accelerated 24-month program is designed for individuals who hold baccalaureate or higher degrees in fields other than nursing and who wish to become advanced practice nurses in one of the following specialty areas: Adult-Gerontology (Primary Care Nurse

Practitioner or Clinical Nurse Specialist), Family Nurse Practitioner, Pediatric Primary Care Nurse Practitioner, Psychiatric-Mental Health Nurse Practitioner, and Women's Health Nurse Practitioner. The Direct Master's Entry program is comprised of 77 credits. Prerequisites for enrollment in the program include:

- 1 semester of social science elective (3 credits total)
- 2 semesters of anatomy and physiology with laboratory (8 credits total)
- 1 semester of pathophysiology (3 credits)*
- 1 semester of chemistry with laboratory (4 credits)
- 1 semester of microbiology with laboratory (4 credits)
- 1 semester of human development across the life span or similar (3 credits)
- 1 semester of statistics (3 credits)
- The Graduate Record Exam (GRE) is also required.

*This requirement may be waived for applicants with degrees and/or advanced coursework in biology, neuroscience, and similar.

During the first year of intensive study (late summer, fall, spring and summer semesters), students complete the requirements to sit for the registered nurse examination (NCLEX-RN®) in July–August. The second year of the program prepares students for advanced nursing practice in a specialty area. Although the first year requires full-time study in an accelerated curriculum, the remainder of the program may be completed on a part-time basis depending on clinical space availability. No baccalaureate degree is awarded. At the completion of the program, a master's degree is conferred. For further details, please visit www.bc.edu/nursing.

R.N./Master's Option

The R.N./Master's Option is an innovative means of facilitating advanced professional education for highly qualified registered nurses who do not have a baccalaureate degree in nursing. The plan, predicated on adult learning principles, recognizes and maximizes students' prior educational achievement. It is designed for R.N.s who hold either an Associate's Degree in Nursing or a Nursing Diploma. Most applicants have an undergraduate degree in a non-nursing field or the equivalent of approximately 100 college credits. The R.N./M.S. program is comprised of approximately 53 credits. Credit may be received by portfolio review or actual course enrollment. The program of study is individualized; the length of the program will vary with each individual's background, but must be completed within six years.

Dual Degree Options

M.S./M.B.A.

The M.S./M.B.A. option is a combined program for the education of advanced nursing practice, which includes a master's in nursing in the Connell School of Nursing and business administration in the Carroll School of Management. Students work toward completion of both degree requirements concurrently or in sequence. Through the overlap of electives that would meet the requirements of both programs, the total number of credits for both degrees can be reduced. Faculty advisors work with students in designing a plan of full-time or part-time study.

M.S. Nursing/M.A. Pastoral Ministry

The Connell School of Nursing and the School of Theology and Ministry offer a dual degree program leading to two separate graduate degrees, one a master of science in Nursing, and one a master of arts in Pastoral Ministry. This program prepares students for advanced

nursing practice while providing ministry skills useful in a variety of settings such as congregations, health care, and other institutional settings. The focus of care is individuals, families, and communities in need of nursing care.

The dual degree program is structured so that students can earn the two master's degrees simultaneously in three academic years or in two academic years with summer study (depending on clinical space availability). Programs can be extended if the student prefers part-time study. Students can choose to specialize in any of the nurse practitioner programs offered at the Connell School of Nursing including adult-gerontology, family, women's, pediatric, and psychiatric-mental health nursing. The time required to complete the dual degree program is less than that required if both degrees were completed separately.

M.S./Ph.D.

A combined M.S./Ph.D. track is available for those wishing to complete preparation in advanced nursing practice and in research methods and knowledge development.

Non-Degree Options

Non-degree graduate program options offered at the Connell School of Nursing include:

- **Post-Master's Additional Specialty Student.** The Additional Specialty Concentration is available for registered nurses who have a master's degree in nursing and who wish to enhance their educational background in an additional specialty area. Persons interested in this option must apply and be admitted as an Additional Specialty M.S. student to the Connell School of Nursing. Additional Specialty Students are provided with a clinical semester based on space availability.
- **Non-Matriculated/Special Student.** The Special Student status is for non-matriculated students with a bachelor's degree in nursing who are not seeking a degree but are interested in pursuing course work at the graduate level. Persons interested in this option must apply and be admitted as a non-degree student to the Connell School of Nursing. Graduate Programs before registering for courses. Some courses are restricted to matriculated students only; other courses allow enrollment on a space-available basis.

For more information, visit www.bc.edu/schools/son/admissions.html.

Application Deadlines and Admission Requirements

The application deadline for the Direct Master's Entry Option is November 15 for September enrollment the following year. The application deadline for the Nurse Anesthesia Program is June 30 for January enrollment. The application deadlines to submit for the traditional Master's Program are as follows: March 15 for fall enrollment, and September 30 for spring enrollment. International Students (students who are not U.S. citizens or permanent residents) must provide additional information. Visit www.bc.edu/nursing for more information. Applications for the Master's Program in the Connell School of Nursing can be accessed from www.bc.edu/nursing. Required application materials include:

- Master's Program application
- Application fee
- Official transcripts from all nationally accredited post-secondary institutions
- Undergraduate scholastic average of B (3.0) or better

- Undergraduate statistics course (not required for Additional Specialty Students)
- Goal statement
- Two or three letters of reference (varies by program and route of entry)
- Graduate Record Examination (GRE) within five years (for Direct Master's Entry and CRNA students only)
- Copy of current R.N. license (not required for Direct Master's Entry Program applicants)
- Nurse anesthesia applicants must have at least one year of critical care experience and ACLS and PALS certification.
- Applicants to the Direct Master's Entry Program should plan to complete all prerequisites prior to June. At least 3 science prerequisites should be completed at the time of application.
- Interviews may be required for some programs.
- Verification of health status and immunizations are required prior to enrollment.
- International students must take the Test of English as a Foreign Language (TOEFL). (Refer to the website for more information.)
- Students must be licensed as R.N.s in Massachusetts prior to master's level clinical courses.
- Students in dual degree programs must also apply to the other program (M.B.A., M.A. in Pastoral Ministry).

Admission Requirements for Special Student (Non-Degree)

- Special Student application and application fee
- Baccalaureate degree from a nationally accredited program with a major in nursing
- An undergraduate scholastic average of B (3.0) or better

Program of Study

Master of Science with a Major in Nursing

- Electives: 3 to 6 credits (depending on specialty)
- NURS7415 Conceptual Basis for Advanced Practice Nursing—3 credits
- NURS7416 Ethical Issues in Advanced Practice Nursing—3 credits
- NURS7417 Role of Advanced Practice Nurses—3 credits
- NURS7420 Advanced Pharmacology Across the Life Span—3 credits
- NURS7426 Advanced Psychopharmacology Across the Life Span (required for PMH Specialty)—3 credits
- NURS7430 Advanced Health Assessment Across the Life Span—3 credits
- NURS7520 Research Methods for Advanced Practice Nursing—3 credits
- NURS7672 Advanced Pathophysiology Across the Life Span—3 credits
- NURSXXX two Specialty Practice courses—12 credits
- NURSXXX two Specialty Theory courses—6 credits
- **Total: 45 credits (Nurse Anesthesia Total: 70 credits)**

Elective course options within the Connell School of Nursing include: NURS7524 Master's Research Practicum; NURS7525 Integrative Review of Nursing Research; and graduate level independent study. Additional elective courses are offered in forensic nursing, global health, sexual health and interdisciplinary approaches to palliative care. Other relevant graduate level elective courses are available in other

schools or departments at Boston College. Independent Study is recommended for students who have a particular interest that is not addressed in required courses in the curriculum. Other electives are available through the consortium.

General Information

Accreditation

The Master of Science degree program is nationally accredited by the Commission on Collegiate Nursing Education (CCNE). For additional information, visit the CCNE website at www.aacn.nche.edu. The Nurse Anesthesia program is accredited by the Council of Accreditation of Nurse Anesthesia Educational Programs.

Nursing Licensure and Certification

Students in the Direct Master's Entry (MSE) Program are eligible to take the licensure exam for registered nurses (NCLEX-RN®) in the summer after their first full-time year of study, the pre-licensure year. The NCLEX-RN® first-time pass-rate for MSE Program students consistently far exceeds state and national averages year after year. The overall first-time pass rate for graduates of the Boston College MSE Program for the past 8 years (2008–2015) was 98.6%. State and national averages ranged from 81%–90% for the same time period. NCLEX pass rates for nursing programs in Massachusetts are available by year and by school at: <http://www.mass.gov/eohhs/researcher/physical-health/nursing/nclex/>.

Graduates of the master's program are eligible to apply to take the certification examination in their clinical specialty from the appropriate national certification organization. Most graduates from Adult-Gerontology, Family NP, and Psychiatric-Mental Health NP programs sit for certification examinations through the American Nurses Credentialing Center (ANCC). Information is available at: <http://www.nursecredentialing.org/certification.aspx>. Women's Health NP graduates are certified through the Nurses Certification Corporation (NCC) <https://www.nccwebsite.org/>. Pediatric Primary Care NP graduates usually take the certification examination offered through ANCC or through the Pediatric Nursing Certification Board (PNCB) <http://www.pncb.org/ptstore/control/index>. First-time passage rates for Connell School of Nursing Graduates on the Nurse Practitioner and Nurse Anesthesia CRNA certification examinations are consistently excellent and exceed national averages. The average 2013–2014 first-time pass rates on certification examinations were: Adult-Gerontology Primary Care NP (92%); Family NP (100%); Nurse Anesthesia—CRNA (93.3%); Pediatric Primary Care NP (98%); Psychiatric-Mental Health NP (100%); and Women's Health NP (96%). Data from 2015 are not yet available.

Financial Aid

Applicants and students should refer to the Connell School of Nursing web page for Financial Aid resources at www.bc.edu/nursing. Refer to the Financial Aid section of this Catalog for additional information regarding other financial aid information.

Housing

The Boston College Off-Campus Housing Office offers assistance to graduate students in procuring living arrangements.

Transportation

Precepted clinical practica are held in a wide variety of hospitals, clinics, and health-related agencies and are a vital part of the graduate nursing program. Most of the clinical facilities are located in the greater

Metropolitan Boston area, although some are located in the suburbs, eastern Massachusetts, southern New Hampshire, and Rhode Island. Students are responsible for providing their own transportation to and from the clinical facilities.

Graduate Academic Policies in the Connell School of Nursing

Academic Integrity

Students are expected to have high standards of integrity in both the academic and clinical settings. CSON adheres to the Boston College policies surrounding academic integrity. This policy may be accessed online at <http://www.bc.edu/publications/gcatol/policy.shtml>.

Expected ethical behavior in clinical situations is based on the American Nurses' Association Code of Ethics for Nurses (ANA, 2001, 2010). Students are expected to protect patients' confidentiality at all times, and to be honest in any documentation regarding the patient's condition and their own assessments and interventions. Students are expected to maintain high professional standards, including being physically, intellectually, emotionally, and academically prepared when caring for patients. Unprofessional conduct is considered serious and may result in dismissal from the school.

Grading

The following scale is used in graduate courses in the William F. Connell School of Nursing:

A	94-100 %
A-	90-93
B+	87-89
B	84-86
B-	80-83
C	74-79
F	Below 74

In each course in which she or he registers for graduate credit, the student will receive one of the following grades at the end of the semester: A, A-, B+, B-, C, or F. The high passing grade of A is awarded for course work that is distinguished. The ordinary passing grade of B is awarded for course work that is clearly satisfactory at the graduate level. The minimum acceptable passing grade for a graduate course is a B- (80). Graduate students will undergo academic review if they have earned a grade less than B- (80) in a course. Academic credit is granted for courses in which a student receives a grade of A, A-, B+, B-, or C. No credit is granted for a course in which a student receives a grade of F.

All required work in any course must be completed by the date set by the course faculty member. A student who has not completed the research or written work for a course, may, with adequate reason and at the discretion of the faculty member, receive an "I" (incomplete). All of the course requirements for an incomplete course must be completed, and the "I" grade resolved, within the deadlines set forth by the university (March 1 for fall courses; August 1 for spring courses; October 1 for summer courses). After these deadlines, the "I" grade will permanently convert to an "F" grade. Any exceptions must be approved by the associate dean for graduate programs.

All courses must be successfully completed and all incomplete course grades must be resolved in order for students to be eligible to sit for master's or doctoral comprehensive examinations. Students must successfully complete any prerequisite course (and all of the requirements within that course) before being allowed to enroll in a

subsequent course for which the incomplete course was a prerequisite. Students may not enroll in a graduate course while they have an "I" (incomplete) in a prerequisite course.

Graduate Academic Standing and Progression Policies

Graduate students are expected to maintain good academic standing at all times and progress through their program of study. Those who are not in good academic standing or are not progressing are subject to review by the Academic Standards and Progression Committee. The graduate academic standards and progression policy is summarized below:

All graduate students in the Connell School of Nursing are expected to maintain a GPA of 3.0 in order to remain in good academic standing. The minimum acceptable passing grade for graduate courses is a B- (80). Students will undergo academic review if they have a GPA of less than 3.0 or earn a grade less than a B- (80) in a course. Academic review may result in a student being dismissed from the program or placed on probation with specific recommendations and requirements that must be met in order to continue in the program. These recommendations may include, but are not limited to: (a) completing an individualized remediation plan developed in collaboration with the course faculty and the student's advisor in order to achieve mastery of the course objectives; (b) repeating courses in which a grade of less than B- (80) was earned; and/or (c) reducing course loads until the GPA is > 3.0. Graduate students are not allowed to repeat a course more than once.

Unsafe clinical practice and/or unprofessional conduct are grounds for failure in a clinical course and may result in immediate removal from the clinical site. Students who demonstrate unsafe or unprofessional conduct in a clinical practice site will undergo academic review and may be dismissed from the program. Students who fail to progress in their program of study and/or who exceed the time limits for the program will also undergo review by the Graduate Academic Standards and Progression Committee.

The Graduate Academic Standards and Progression Committee meets at the end of the Fall and Spring semesters and as needed; the Committee is comprised of faculty who teach in the Master's or Ph.D. programs, the Teacher of Record for the course(s) in which a deficient grade was achieved, and the student's academic advisor. The Graduate Associate Dean will convene and conduct the meeting. Students may not attend the meeting but may submit a brief written statement that the Graduate Associate Dean will read or distribute to the Committee members.

Students will be notified as soon as possible that they are subject to academic review and will be given the opportunity to submit a brief statement to the Graduate Associate Dean regarding their academic performance and plans to improve. The Graduate Associate Dean will read or distribute the student's statement to the Committee members. The Committee will consider the student's statement, input from the TOR and the academic advisor, and review any pertinent materials including letters of warning, remediation offered to the student, use of tutoring or advisement sessions at the Connors Learning Center, and any other relevant information.

Academic review may result in recommendations that coursework be repeated, that the student be placed on academic probation, or that the student be dismissed from the program. The Graduate Associate Dean will notify the student of the outcome of academic review as soon as possible. If the student is dissatisfied with the decision, he/she may submit a written appeal to the Dean. The appeal must be submitted as soon as possible but no later than thirty (30) days after the student

has received notification of the outcome from the Graduate Associate Dean. A formal appeal to the Dean consists of a written explanation of the appeal which should include the reasons the student believes the Committee's decision was not satisfactory. Within thirty (30) days of receipt of the student's appeal, the Dean will render a decision. The decision of the Dean is final, and will be communicated in writing to the student and to the Graduate Associate Dean.

Graduate students who are on probation or not in good academic standing are not eligible for teaching assistantships, research assistantships, fellowships and/or any type of merit-based tuition remission award. Renewal of Ph.D. fellowships is contingent upon fellows remaining in good academic standing, passing comprehensive exams, demonstrating scholarly productivity, and making significant progress toward the degree every year.

Procedure for Graduate Student Grievances

This grievance procedure provides a process for constructively resolving serious academic, supervisory or administrative grievances that graduate students may have with faculty, preceptors, staff or administrators. Its purpose is to resolve in a fair manner any grievances arising from grading, other evaluation or supervisory practices, and appeals that students may want to initiate if they are dissatisfied with decisions made by the committees that direct their degree program or the Academic Standards Committee of the Connell School. To that end, all concerned should display a cooperative manner. Resolutions should be attempted between the parties involved and mediated rather than directed. Outcomes should be sought at the lowest possible administrative level. Confidentiality of the student(s) and faculty members(s) involved should be maintained at all times. In the event that the student's Chairperson, advisor, preceptor, Dean or Associate Dean is a party to the grievance, that person should recuse him/herself from considering the matter, and the appropriate administrator at the next highest administrative level will replace that person.

If a student believes that he or she has been evaluated unfairly or has another serious grievance, the student should discuss the matter with the faculty member or preceptor and course teacher of record involved as soon as possible after the evaluation has been received or the grievance arises. This discussion should provide an opportunity for further dialogue and clarification between faculty and student about how the matter was determined, what criteria were used, and any related issues. If such a discussion results in a mutually acceptable resolution, the matter will be considered closed. If either party wishes to have a written statement of the outcome, the parties will put the resolution in writing, sign it, and each retain a copy. This written statement must be completed no later than two weeks after the mutually acceptable resolution has been reached.

If, however, a mutually acceptable disposition cannot be achieved, the student may present the matter in writing to the CSON Chairperson. The student's written statement to the Chair must be submitted no later than two weeks from the date of the final meeting with the faculty member or preceptor and clearly specify the nature of the complaint and the remedy requested.

The Chairperson will review the matter by meeting individually with each individual involved and reviewing any written materials related to the grievance. The Chairperson will meet again with the individuals involved, either separately or jointly or both, in an attempt to resolve the matter. The Chairperson will provide a written response within two weeks of this meeting. If a settlement is reached, it is to be

put in writing and signed by the Chairperson and each of the parties, with each to retain a copy. If no resolution is reached, the Chairperson will prepare a written summary of events relevant to the grievance and provide a copy of it to the student and the faculty member or other individuals involved. In the event that the grievance concerns treatment or evaluation in a practicum, the student should follow this same procedure, discussing the matter first with his or her preceptor and/or clinical instructor. If this discussion does not lead to resolution, the matter should be brought to the CSON Chairperson who will follow the guidelines described above.

Formal Appeals Procedure

If a graduate student is dissatisfied by the outcome of the discussions and process at the Chairperson level, the student may initiate a formal appeal. The student must initiate the appeal as early as possible, but not later than thirty (30) days after receiving the Chairperson's resolution. A formal appeal consists of a written explanation of the grievance sent to the Associate Dean of Graduate Program, which should include the reasons the student believes the faculty member's or preceptor's evaluation was arbitrary, unethical, or based on extrinsic error, and the reasons why previous discussions were not satisfactory. The Associate Dean may request that the faculty member, the Chairperson and any other individual involved provide the Associate Dean with a written evaluation of the merit of the appeal and a summary of the attempts to resolve the grievance.

The Associate Dean will then convene an ad hoc committee composed of three members of the elected Grievance Committee. The ad hoc committee will conduct an independent review of the grievance, which will include discussing the grievance with the student, the Chairperson and other individuals involved. Within thirty (30) days of receiving the formal appeal, the ad hoc committee will provide a statement of the committee's resolution of the matter to the student, the Chairperson involved in the earlier level of the process, the person(s) against whom the grievance was brought, and the Associate Dean.

If the student is dissatisfied with the conclusions of the ad hoc committee, the student may submit a written appeal to the Dean. The appeal must be submitted as soon as possible but no later than thirty (30) days after the student has received the conclusions of the ad hoc committee. A formal appeal to the Dean consists of a written explanation of the appeal which should include the reasons the student believes the faculty member's or preceptor's evaluation was arbitrary, unethical, or based on extrinsic error, and the reasons why previous discussions were not satisfactory. Copies of decisions made by the Chairperson and the ad hoc committee will be forwarded to the Dean for the Dean's consideration in this review of the student's appeal. Within thirty (30) days of receipt of the student's appeal, the Dean will render a decision. The decision of the Dean is final, and will be communicated to the student in writing, with copies to the person(s) against whom the grievance was brought, and the relevant CSON Chairperson and Associate Dean.

If a student's grievance relates to the student's legal rights under any law or regulation, the grievance will be addressed in accordance with the applicable legal requirements. In such cases, the faculty member or administrator responding to the grievance should consult with the Associate Dean of Finance and Administration who will facilitate communication with the Office of the General Counsel.

Transfer of Credits

Matriculated graduate students may request permission to transfer in up to 6 credits of graduate course work completed at another accredited graduate university prior to matriculation to be applied toward their degree. Only courses that were completed at a regionally accredited institution within the past five years, have not been applied to a prior degree and in which a student has received a grade of B or better, can be considered for transfer. Currently matriculated students are not permitted to take courses outside of Boston College, other than through the Consortium. Core courses that were taken prior to matriculation may be considered on a case by case basis. Under no circumstances will students be allowed to transfer in more than six (6) credits towards their degree.

To request to have an outside course considered for transfer, the student must provide a copy of the course description for electives and course syllabus for core courses. Electives/cognates may be approved by the faculty advisor. Core courses that were taken prior to matriculation at Boston College must be reviewed for equivalency by the TOR for the core course at Boston College, and approved by the TOR and the graduate associate dean (forms in the appendix and on the CSON web site.) If approved, the student must submit a final official transcript documenting a grade of B or better to the graduate office for processing. The transfer course and credit, but not a grade, will be recorded on the student's transcript.

Time to Degree Completion

Students in the M.S. program have 5 years from initial enrollment to complete their program of study. Students in the Ph.D. program have 8 years from initial enrollment to complete all degree requirements, including defending and submitting the final version of the dissertation.

Graduate students may apply for a leave of absence (LOA) for personal reasons, health reasons or other extenuating circumstances. LOAs are usually granted for 1 semester; a 2 semester LOA may be granted under unusual circumstances. Leaves of Absence do not "stop the clock" or extend the program time limits. An exception is made graduate students who require an LOA due to active military service. Students should contact the Graduate Associate Dean. Graduate students who exceed the program time limits or who fail to make progress towards their degree will be reviewed by the Graduate Academic Standards and Progressions Committee and may be subject to dismissal from the program.

Graduate Program Contacts in the Connell School of Nursing

The Dean of the School of Nursing is responsible for the overall administration of the school.

Susan Gennaro, RN, Ph.D., FAAN
Dean
Office: Maloney 294
Telephone: 617-552-4251

The Associate Deans are responsible for academic and financial administration.

Susan Kelly-Weeder, Ph.D., FNP-BC, FAANP
Interim Associate Dean for Graduate Programs

Office: Maloney 220
Telephone: 617-552-8018

Christopher Grillo
Associate Dean for Finance and Administration
Office: Maloney 294
Telephone: 617-552-8531

The **Program Directors** are responsible for the direct oversight of their respective APRN programs.

Graduate Clinical Specialty Program Directors
Rosemary Byrne, RN, M.S.N., FNP-BC
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Susan Emery, Ph.D., CRNA
CRNA Nurse Anesthetist Program
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Faculty

Mary E. Duffy, *Professor Emerita*; B.S.N., Villanova University; M.S., Rutgers University; Ph.D., New York University
Laurel A. Eisenhauer, *Professor Emerita*; B.S., Boston College; M.S.N., University of Pennsylvania; Ph.D., Boston College
Marjory Gordon, *Professor Emerita*; B.S., M.S., Hunter College of the City University of New York; Ph.D., Boston College
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Joellen Hawkins, *Professor Emerita*; B.S.N., Northwestern University; M.S., Ph.D., Boston College
Barbara Hazard, *Professor Emerita*; B.S., M.S., University of Rhode Island; Ph.D., University of Connecticut

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Nanci Haze, *Clinical Assistant Professor*; B.S., Western Connecticut State University; M.S., Northeastern University

Luanne Nugent, *Clinical Assistant Professor*; B.S.N., University of Massachusetts Amherst; M.S.N., Boston University; D.N.P., Regis College

Amy Smith, *Clinical Assistant Professor and Director, Clinical Learning and Simulation Centers*; B.S., Saint Anselm College; M.S.N., Yale University; D.N.P., MGH Institute of Health Professions

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Laura White, *Clinical Assistant Professor*; B.S., Boston College; M.S., Columbia University; Ph.D., Boston College

NURSING

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Kathleen Mansfield, *Clinical Instructor*; B.S.N., Northeastern University; M.S.N., Simmons College

Allison Marshall, *Clinical Instructor*; B.A., Boston College; M.S.N., Yale University

Beth McNutt-Clarke, *Clinical Instructor*; B.Sc., M.Sc.(A.), McGill University; M.B.A., Concordia University

Melissa Pérez, *Clinical Instructor*; B.S.N., Villanova University; M.S., Boston College

Richard Edward Ross, S.J., *Clinical Instructor*; B.S.N., University of Michigan; M.Div., S.T.L., Boston College

Jacqueline Sly, *Clinical Instructor*; B.S.N., Boston College, M.S.N., Regis College

Sheila Tucker, *Clinical Instructor*; B.S., M.A., Framingham State College

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Contacts

- Graduate Program Office, Maloney Hall, 617-552-4928
- www.bc.edu/cson

Nursing

Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed at www.bc.edu/courses.

NURS7415 Conceptual Basis for Advanced Practice Nursing (Fall/Spring: 3)

The focus of this course is the development of knowledge as the basis for advanced practice nursing. Philosophical, conceptual, and theoretical perspectives of leaders and scholars from nursing and related fields are surveyed and critiqued. Opportunities are provided to explore and evaluate key issues such as levels of theory development, the domain of clinical judgement, and language and information technology. Emphasis is on knowledge-based quality improvements within various systems and environments that affect health care. Theories and models related to organizational change and health policy are applied.

The Department

NURS7416 Ethical Issues in Advanced Practice Nursing (Fall/Spring: 3)

Prerequisite: NURS7415

The focus of this course is to explore the boundaries of Advanced Practice Nurses' (APNs) ethical responsibilities to individuals, groups, and society in an intra and interdisciplinary, collaborative health care environment. The philosophical and theoretical foundations of ethical practice are critically examined for their ability to enhance decision-making that best serves the interests of current and future patients and meets societal needs. An emphasis is placed on developing

the skills needed to address challenges and obstacles to ethical practice in advanced practice roles and settings. Strategies to influence health policy related to various specialty populations are explored.

Pamela Grace

NURS7417 Role of Advanced Practice Nurses (Fall/Spring: 3)

Prerequisite: NURS7415 and NURS7416

Dimensions of advanced practice nursing including its historical development; role theory and implementation; legal and regulatory factors, and role implementation across practice settings will be explored. A focus on organization behavior and systems leadership, excellence in care delivery, practice evidence and care outcomes, relationship-based practice, quality improvement models and patient safety initiatives will be stressed and linked to APN role. National initiatives including the IOM Report as well as financial, political, social, and economic factors that influence care will be studied along with strategies to influence health care delivery systems and innovative practice models.

The Department

NURS7420 Advanced Pharmacology Across the Life Span (Spring: 3)

Prerequisite: Graduate standing or permission of instructor.

This course is intended to provide the student with an understanding of pharmacology and drug therapy as it relates to advanced practice (general and/or in a clinical specialty). The interrelationships of nursing and drug therapy will be explored through study of pharmacodynamics, dynamics of patient response to medical and nursing therapeutic regimens, and patient teaching as well as the psychosocial, economic, cultural, ethical, and legal factors affecting drug therapy, patient responses, and nursing practice. The role of the nurse practicing in an expanded role in decision-making related to drug therapy is also included.

The Department

NURS7426 Advanced Psychopharmacology Across The Life Span (Spring: 3)

Prerequisite: Graduate standing or permission of instructor.

This course builds upon the standards of practice from APNA-ISP, AACN, NONPF and APA. The legal, ethical and therapeutic role of the advanced practice nurse in prescribing psychotropic medications for individuals with psychiatric disorders is examined across the lifespan. The evidence based prescription of psychopharmacological agents according to practice guidelines will be a focus in each class. The course will review neurobiology, the action of central nervous system medications, and the implications for ethno-psychopharmacology. Standardized tools to evaluate treatment efficacy and diagnostic criteria will be identified. Collaborative practice models, indications for referral and monitoring to enhance treatment adherence are reviewed.

Judith Shindul-Rothschild

NURS7430 Advanced Health Assessment Across the Life Span (Spring/Summer: 3)

Prerequisite: NURS7672 or NURS6408 and NURS7420

This course is taken the semester prior to practicum entry.

Building on undergraduate course work and previous clinical experience, this course utilizes life span development and health risk appraisal frameworks as the basis for health assessment. Students master health assessment skills for individuals within family, environmental, and cultural contexts. The course provides advanced practice nursing students with planned classroom and clinical laboratory experiences

to refine health assessment skills and interviewing techniques. Health promotion, health maintenance, and epidemiological principles are emphasized in relationship to various practice populations.

The Department

NURS7437 Advanced Practice Psychiatric Nursing Across the Life Span I (Fall: 6)

Prerequisites: NURS7430; NURS7420; NURS7672

Corequisite: Must be concurrently enrolled in NURS7438

In this combined didactic and clinical course, students learn to conduct mental health evaluations, to formulate psychiatric and nursing diagnoses, and to plan and implement short-term/initial treatment, case management, referral plans, and client services for adults, children, and families. Clinical placements (20 hours/week) are individualized to match students' interests in a variety of psychiatric-mental health (PMH) settings including mental health outpatient services and forensic practice settings. Faculty and agency preceptors assist students to develop essential evaluation and diagnostic skills and to provide individualized, culturally sensitive nursing care and clinical services to diverse client populations.

The Department

NURS7438 Advanced Practice Theories of Psychotherapy (Fall: 3)

This course is designed to explore major approaches to individual psychotherapy, such as Psychodynamic, Humanistic, Interpersonal, Behavioral, Cognitive, Dialectical Behavioral, Brief, and Multicultural. Commonalities and differences among the processes and techniques are discussed. Selected theorists and their approaches to psychotherapy will be examined as examples of major schools of thought concerning the nature of the psychotherapeutic relationship. Applications across the life span and among diverse populations are critically examined.

The Department

NURS7449 Family Pmh Np Post Ms Clinical Theory and Practicum II (Fall: 3)

The Department

NURS7450 Women and Children's Health Advanced Practice Theory (Fall: 3)

This course focuses on theoretical knowledge for the indirect and direct roles of the advanced practice nurse in health care of women and children. Content will address use, analysis, and synthesis of theories and research with attention to the impact of culture, ethnicity, race, socioeconomic status, and family structures. Psychosocial influences on women's health, parenting, and child development are explored. Students will interpret the roles of the advanced practice nurse in MCH as these affect and are affected by health care and health care delivery systems at the national level.

The Department

NURS7453 Women's Health Advanced Practice Nursing I (Fall: 6)

Prerequisites: NURS7430, NURS7420, NURS7672 or NURS6408

This course is the first of two courses in the Advanced Practice in Women's Health series. The role of the advanced practice nurse with women across the life span is explored with a focus on wellness promotion and management of common alterations in the sexuality-reproductive pattern, with special concern for cultural, ethnic, and socioeconomic diversity. Theories and research from nursing and other disciplines are synthesized and evaluated through seminars, clinical conferences, clinical experiences (20 hours/week), and course assignments.

The Department

NURS7457 Pediatric Primary Care/Advanced Practice Nursing I (Fall: 6)

Prerequisites: NURS7430, NURS7672 or NURS6408 and NURS7420

This clinical course is the first of two advanced practice specialty nursing courses for preparing pediatric nurse practitioners. This course focuses on health promotion and maintenance and prevention of illness and disability, as well as assessment, diagnosis, and management of common pediatric problems/illnesses. Anatomical, physiological, psychological, cognitive, socioeconomic, and cultural factors affecting a child's growth and development are analyzed. Parenting practices, family life styles, ethical issues, and environmental milieu are also explored. Students engage in precepted clinical practice (20 hours/week) where they apply their cognitive, affective, and psychomotor skills and are guided by critical thinking and clinical decision making.

The Department

NURS7462 Primary Care of Adults and Older Adults Theory I (Fall: 3)

Prerequisites: NURS7415; NURS7417 (or concurrently)

First AG health course focusing on primary care of adult and older adults, exploring advanced practice in context of nursing knowledge and concepts from other disciplines. Includes integration of concepts in health promotion, prevention, identification of risk factors that potentially threaten health of adults. Variables include health status, age, development, gender, ethnicity, socio-economics and cultural characteristics associated with health behaviors across group settings are studied as they impact health and related behaviors. Emphasis on related concepts. Discussions integrate role of APN as leader in health care reform and articulation of nursing contributions to interdisciplinary adult and older health care outcomes.

The Department

NURS7463 Primary Care Adult and Older Adult/Advanced Practice Nursing I (Fall: 6)

Prerequisites: NURS7430 and NURS7420 and NURS7672 or NURS6408

This first course in the adult-gerontology health practicum series concentrates on the application of the clinical reasoning process used to assess, diagnose, and treat common primary care and chronic illness problems of the adult population throughout the life span. Emphasis is placed on the integration of epidemiological, genetic, environmental, social-political, and cultural determinants that contribute to alterations in the health status of young, middle and older adults. Health promotion, evidence-based practice, and holistic health strategies are integrated to promote the optimal level of being and functioning of adults across the life span.

The Department

NURS7470 Community and Family Health Advanced Theory I (Fall: 3)

This course is the first of a series in theories, relevant to advanced practice nurses in Family and Community Health specialties. It focuses on concepts, theories and research needed to thrive in the advanced practice role. Emphasis is on health promotion: helping individuals, families, and aggregates to attain optimum levels of wellness. Theories and related research from nursing and other disciplines are integrated, and innovative health promotion programs or practice models are showcased.

The Department

NURS7473 Primary Care of Families/Advanced Practice Nursing I (Fall: 6)

Prerequisites: NURS7430, NURS7420, (NURS7672 or NURS6408)

This combined didactic and practicum course focuses on the assessment, diagnosis, and management of selected primary health care problems in individuals and families using critical thinking and diagnostic reasoning. Incorporation of health promotion, health maintenance and delivery of care strategies as they relate to individuals and families are emphasized. Students practice 20 hours per week in a variety of clinical settings including health departments, health centers, homeless clinics, health maintenance organizations, private practices and occupational health clinics.

The Department

NURS7490 Physiologic Variables for Nurse Anesthesia I—Respiratory (Spring: 3)

Corequisites: NURS7491, NURS7672

This course is an in-depth study of the anatomy, physiology, and pathophysiology of the respiratory system and related anesthesia implications for the whole person. It complements physiologic principles learned in master's core courses. The concepts of ventilation and perfusion as well as oxygen transport will be examined. Assessment of baseline pulmonary function and alterations seen in common disease states will be reviewed. The effect of compromised pulmonary function and implications for the patient and the anesthesia plan will be discussed. The effect of surgery and anesthesia on the respiratory system will be emphasized.

Denise Testa

NURS7491 Chemistry and Physics for Nurse Anesthesia Practice (Spring: 3)

Corequisites: NURS7490, NURS7672

This course is an in-depth study of principles of chemistry and physics as they relate to nurse anesthesia practice. Aspects of organic and biochemistry, including the chemical structure of compounds and their significance in pharmacology, will be explored. The role of acid-base balance in maintaining the body's internal milieu and cellular integrity will be examined. Laws of physics as they pertain to the nurse anesthesia practice will be illustrated with specific examples. The emphasis will be placed on the assimilation and integration of scientific theory into practice.

Susan Emery

NURS7492 Basic Principles of Nurse Anesthesia Practice (Summer: 3)

Prerequisites: NURS7490, NURS7491

Corequisites: NURS7493, NURS7494

This course is an introduction to the clinical application of nurse anesthesia practice. An historical perspective of the nurse anesthetist role will be explored and current anesthesia practice and techniques will also be described. Students will be introduced to anesthesia delivery systems and to concepts of patient safety and advocacy. Specific local and national legal aspects of nurse anesthesia practice will be examined.

Susan Emery

Denise Testa

NURS7493 Pharmacology of Anesthetics and Accessory Drugs (Summer: 3)

Prerequisites: NURS7490, NURS7491

Corequisites: NURS7492, NURS7494

This course is a study of the pharmacologic theories as they relate to nurse anesthesia practice. The application of pharmacokinetic and pharmacodynamic principles as they relate to specific anesthetic and adjunct drugs used in anesthetic practice will be explored. Integration of theory into practice will be emphasized through the use of case studies. Ethical, legal and economic considerations of drug selection will also be discussed as the student learns to develop an anesthesia plan of care.

Susan Emery

NURS7494 Physiologic Variables for Nurse Anesthesia II—Card (Summer: 3)

This course builds on basic concepts of the anatomy, physiology, and pathophysiology of the cardiovascular system and provides in-depth information about the cardiovascular system and anesthesia. The impact of anesthesia on the structure and function of the heart as a pump as well as the characteristics of both systemic and pulmonary circulation will be explored. Measures to evaluate cardiovascular function, including electrocardiography, cardiac output, blood volume and arterial and venous pressures, will be described using clinical examples. Alterations in normal anatomy and physiology and implications for the anesthetic plan for both non-cardiac and cardiac surgery will be discussed.

Judy Graham-Garcia

NURS7520 Research Methods for Advanced Practice Nursing (Fall/Summer: 3)

Offered Biennially

Open to upper-division R.N. and B.S. nursing students, and non-matriculated nursing students.

The focus of this course is the formal process of acquiring and evaluating evidence that supports nursing practice. Quantitative and qualitative methods of inquiry are examined. Quality considerations of various research designs are explored. Levels of evidence are identified in relation to existing research outcomes. Evaluation of existing research outcomes as evidence to support clinical practice, demonstrate quality improvement (QI) and advance nursing knowledge is a major emphasis of the course.

The Department

NURS7524 Master's Research Practicum (Fall/Spring/Summer: 3)

Prerequisite: NURS7520; can be taken concurrently.

By Arrangement

This course applies knowledge of the research process through the development and implementation of a clinical research proposal, a quality assurance proposal, a research utilization proposal, or through participation with faculty in ongoing research.

The Department

NURS7525 Integrative Review of Nursing Research (Fall/Spring: 3)

Prerequisite: NURS7520; can be taken concurrently

By Arrangement

The focus of the course is on the use of a systematic and analytic process in the critical analysis and synthesis of empirical nursing research on a topic related to the student's specialty area. Students work independently to develop a publishable integrative review manuscript under guidance of faculty.

The Department

NURS7537 Advanced Practice Psychiatric Nursing Across Life Span II (Spring; 6)

Prerequisites: NURS7430, NURS7420, NURS7672, NURS7437, NURS7438

Corequisite: Must be concurrently enrolled in NURS7538

In this second Family PMHNP course, students build on the theoretical frameworks of NURS7437 to continue to examine major DSM-5 diagnoses that occur in childhood, adolescence and throughout adulthood. Students apply models of individual, family and group psychotherapy from NURS7438 Advanced Practice Theories of Psychotherapy and NURS7538 Advanced Theories of Family and Group Psychotherapies, and pharmacologic approaches from NURS7420 Advanced Pharmacology and NURS7426 Advanced Psychopharmacology. Crisis management, prevention/health promotion, continuous quality improvement and allocation of services including case management, collaboration, consultation and referral are analyzed. In the clinical practicum (minimum 250 hours) students synthesize their diagnostic and clinical reasoning abilities and advance their treatment skills as members of the multidisciplinary team.

*The Department***NURS7538 Advanced Theories of Family and Group Psychotherapy (Spring; 3)**

This course is designed to explore the major psychotherapeutic approaches for families and groups. Emphasis is on the application of theories and models of family and group psychotherapy across the life span, among diverse populations, and in traditional and non-traditional settings.

*The Department***NURS7553 Women's Health Advanced Practice Nursing II**

(Spring; 6)

Prerequisites: NURS7420, NURS7430, (NURS7672 or NURS6408)

and NURS7450

This course builds on Women and Children's Health Advanced Practice Theory and Women's Health Advanced Practice Nursing I. It concentrates on the role of the nurse in advanced practice with women across the life span, focusing on the development and evaluation of management strategies to promote optimal functioning in women seeking obstetrical and gynecological care as well as the indirect role functions in advanced practice as Clinical Nurse Specialists/Nurse Practitioners. Theories and research from nursing and other disciplines are applied and integrated through seminars, clinical conferences, clinical experiences (20 hours/week), and course assignments.

*The Department***NURS7557 Pediatric Primary Care/Advanced Practice Nursing II (Spring; 6)**

Prerequisites: NURS7420, NURS7430, (NURS7672 or NURS6408) NURS7450, NURS7457

This course builds on NURS7457. The focus is on management of children with more complex or chronic health problems. Theories and research from nursing and other disciplines are synthesized, with special consideration of the influences of culture and SES on wellness and health care. Students continue in precepted clinical practice (20 hours/week) to develop advanced skills in differential diagnosis and gain increased comfort in managing psychosocial problems. In consultation with preceptors, students make referrals, develop treatment and teaching plans with clients, document accurately, and further develop confidence and competence in the role of pediatric nurse practitioner.

*The Department***NURS7562 Primary Care of Adults and Older Adults Theory II (Spring; 3)**

Prerequisite: NURS7462

Corequisites: NURS7415; NURS7417

Second course focused on primary care of adult/older adult. Analysis/synthesis of nursing and knowledge to guide evidenced-based interventions/outcomes. Intervention strategies: complementary healing modalities, actions responsive to changing health-care delivery systems are explored in relation to outcome indicators that distinguish the APN role addressing commonly occurring nursing problems. Innovative practice models designed to highlight APN leadership and practice. Evaluation of current knowledge to address nurse sensitive indicators is also explored. Interdisciplinary collaborations discussed, especially relating to development of APN led care models promoting health and life transitions of adults/older adults. Measures used to evaluate effectiveness of the APN outcomes are identified.

*The Department***NURS7563 Primary Care Adult and Older Adult/Advanced Practice Nursing II (Spring; 6)**

Prerequisites: NURS7420, NURS7430, (NURS7672 or NURS6408), NURS7463

Corequisite: Must be concurrently enrolled in NURS7562

This second course in the adult-gerontology health practicum series builds upon the knowledge gained in NURS7463. The course continues to apply the clinical reasoning process used to assess, diagnose, and treat common primary care problems and chronic illnesses of the adult-gerontology population considering lifespan, frailty, and socio-cultural influences. Through critically appraising current strategies used to promote the optimal level of being and functioning of adults and older adults, students will be encouraged to develop plans that address gaps in care.

*The Department***NURS7570 Community And Family Health Advanced Theory II (Spring; 3)**

Prerequisites: Must have successfully completed NURS7430, NURS7672, and NURS7420 or permission of instructor required

Corequisites: NURS7415, NURS7416, NURS7417, NURS7520

This course is the second of a series in the theory and advanced practice of community and family health nursing. It focuses on theories, concepts, and research findings in the development and evaluation of nursing interventions and strategies that promote health in aggregates and communities. Health legislation and multiple socioeconomic and environmental factors are analyzed to determine their influence on planning for family health and community well being.

*The Department***NURS7573 Advanced Practice in Community and Family Health Nursing II (Spring; 6)**

Prerequisites: NURS7420, NURS7430, (NURS7672 or NURS6408)

This combined didactic and practicum course continues to integrate the assessment, diagnosis, and management of selected primary health care problems for individuals and families. Building on NURS7473 course content, this course emphasizes management of complex health problems. Students practice 20 hours per week to integrate theory, practice, and research as Family Nurse Practitioners.

The Department

NURS7590 Physiologic Variables for Nurse Anesthesia III (Fall: 3)

Prerequisites: NURS7490, NURS7494, NURS7415

Corequisite: NURS7591

This course builds upon the clinical physiology of the neurological, endocrine, and renal systems. The focus of discussion will be on the anatomy and physiology of the nervous system, including nerve action potential, neuromuscular transmission, the autonomic nervous system, neurotransmitters, and cerebral blood flow. Also, normal physiology of the endocrine and renal system will be studied, including the more commonly seen alterations in these systems. Emphasis will be placed on the anesthetic implications of caring for patients with high risk conditions.

Susan Emery

Denise Testa

NURS7591 Nurse Anesthesia I (Fall: 5)

Prerequisites: NURS7490–NURS7494, NURS7415

Corequisite: NURS7590

This course provides the opportunity for students to integrate theory into practice within the clinical setting. The focus is on the development of diagnostic, therapeutic, and ethical judgments for the patient undergoing surgery and anesthesia. During the first semester of clinical anesthesia practice the emphasis is on the development and implementation of a patient specific plan of anesthesia care for healthy patients undergoing minimally invasive surgical procedures. Synthesis of theoretical knowledge with clinical practice is enhanced by weekly seminars, case presentations, care plan exemplars, and high fidelity simulation.

Susan Emery

Denise Testa

NURS7592 Advanced Principles for Nurse Anesthesia Practice

(Spring: 3)

Prerequisites: NURS7492, NURS7590, NURS7591

Corequisite: NURS7593

This course focuses on selected problems associated with the provision of anesthesia for specialty and emergency surgeries. It explores anesthesia considerations related to the diverse needs of persons across the life span. Special attention is given to the anesthesia needs of the maternity, pediatric, and the aging patient. Content also addresses the specialty areas of acute and chronic pain management and outpatient surgery. Attention is given to patient comfort and safety issues implicit in surgical interventions and anesthesia delivery.

Susan Emery

Denise Testa

NURS7593 Nurse Anesthesia II (Spring: 5)

Prerequisites: NURS7590, NURS7591

Corequisite: NURS7592

This course provides the opportunity for students to integrate theory into clinical practice for patients with significant comorbidities undergoing more complex procedures. Anesthetic requirements as dictated by patient assessment, including the surgical procedure are studied in greater depth. Seminar and simulation experiences are sequenced to complement the theoretical content presented in NURS7592, Advanced Principles of Nurse Anesthesia Practice.

Susan Emery

Denise Testa

NURS7595 Nurse Anesthesia III (Summer: 5)

Prerequisites: NURS7592, NURS7593

This course focuses on the delivery of anesthesia care within advanced nursing practice in a broad range of clinical situations for patients with multiple, complex health problems. Through the refinement of assessment and management skills, critical thinking is further developed. With supervision, students assume more overall responsibility for anesthetic management. Through seminar participation students explore the anesthetic management of diverse populations and specialty situations. Likewise, simulation is focused on the management of complex and specialty situations. Concurrent with this semester, students begin a student-directed review of didactic content in advance preparation for the National Certification Exam.

Susan Emery

Denise Testa

NURS7640 Palliative Care I: Serious Illness, Dis Prog, and Life

(Summer: 3)

This course will provide an intensive historical, sociopolitical and cultural perspective of the personal, professional, societal, cultural, spiritual, and ethical/legal issues related to serious illness and the end of life. The philosophy, principles, and models of palliative care are analyzed as well as the role of the advanced practice nurse and others in a caring society. Students develop an understanding of the processes of illness, coping, facing death, and quality of life at various stages of the life cycle.

The Department

NURS7641 Palliative Care II: Pain and Suffering in the Seriously

Ill (Fall: 3)

Prerequisite: NURS7640 (or permission of instructor)

This course will provide an intensive focus on improving the quality of life, care, and dying of individuals and families experience life-threatening illness through nursing assessment and interventions to relieve pain and suffering. Established palliative care standards will be utilized to evaluate the outcomes of such care. Management of pain and barriers to effective pain relief are discussed in depth. Patient care strategies to improve quality of life, relieve pain, and alleviate suffering are discussed within the context of advanced practice nursing.

The Department

NURS7643 Palliative Care III: Palliative Care and Advanced

Practice Nursing (Spring: 3)

Prerequisites: NURS7640, permission of instructor/enrollment in the School of Nursing

Corequisite: NURS7647

This course will provide advanced content relating to assessment and alleviation of complex symptoms relating to care of patients and families experiencing serious, life-threatening illness. Students will analyze the impact of such illness on patient, family, community, and the health care system. Resource availability and barriers to care are analyzed with the context of various settings. The leadership role of the advanced practice nurse in palliative care is delineated with emphasis on policy development, protocols, standards of practice, fiscal issues, and the role of the nurse leader in the interdisciplinary team.

The Department

NURS7672 Advanced Pathophysiology Across the Life Span

(Fall/Spring: 3)

Prerequisite: Baccalaureate degree in nursing, enrollment in graduate program in School of Nursing or permission of the instructor.

This course focuses on the processes that underlie diseases and dysfunctions that affect individuals across the lifespan. The emphasis is on central concepts of pathophysiology, including alterations in cellular communication, genetic mechanisms, homeostasis, cell growth regulation, metabolism, immunity, and inflammation. These concepts are then applied in a systematic survey of diseases within body systems. Current research, clinical examples, and application to advanced nursing practice are incorporated throughout the course.

*The Department***NURS7691 Nurse Anesthesia IV (Fall: 5)***Prerequisites:* NURS7592, NURS7593, NURS7595

This course provides the opportunity for students to assume more responsibility for anesthetic management for routine anesthetics while also gaining appropriately supervised experience with complex and specialty cases. The student-directed review begun during the previous semester continues and students take responsibility for writing, implementing and debriefing scenarios during the simulation experience.

*Susan Emery**Denise Testa***NURS7693 Nurse Anesthesia V (Spring: 5)***Prerequisite:* NURS7691

This course provides the opportunity for students to complete the competencies required to sit for the National Certification Examination. Critical thinking in complex situations is emphasized as students take more responsibility for anesthetic management. Students continue with both group and independent study one day per week at the college.

*Susan Emery**Denise Testa***NURS9701 Epistemology: Historical and Contemporary Influences on Knowledge Development in Nursing (Fall: 3)***Prerequisites:* Enrollment in Nursing Ph.D. program or permission of the Teacher of Record (TOR).

This course examines the historical and contemporary influences on knowledge development in nursing. The focus is on multiple ways of knowing and developing knowledge. The role of theory, constructs, and concepts in guiding research questions and methods are emphasized. Experience is provided in concept analysis and theory derivation. Multi-disciplinary perspectives and the way in which they inform nursing research are explored.

*Callista Roy***NURS9712 Integrative Review for Nursing Science (Spring: 3)***Prerequisites:* Enrollment in Nursing Ph.D. program or permission of the Teacher of Record (TOR); NURS9701; NURS9808; NURS9810

This course will engage students in the in-depth review, critique, evaluation and synthesis of a body of literature. Students will use standardized approaches to systematically search, locate, and evaluate evidence in a focused area. Students will generate an integrative review that synthesizes the findings and identifies directions for future research.

*The Department***NURS9751 Advanced Qualitative Research Methods (Spring: 3)***Prerequisites:* Enrollment in Nursing Ph.D. program or permission of Teacher of Record (TOR); NURS9701; NURS9712; NURS9808; NURS9809; NURS9810**Permission of TOR is required for non nursing students**

Various qualitative approaches to research typically used in nursing and health science will be examined. Topics will include research paradigms, postpositivism, critical, constructivism, participatory, qualitative rigor, ethics, problem identification, research purpose and specific aims, literature review, sampling strategy and techniques, sample, multiple data collection techniques, data management, multiple strategies for data analysis, differentiating data versus findings, constructing findings that are congruent with the research aims and specific qualitative approaches, and conclusion-drawing. The course will provide students with experience in conducting data analysis from several qualitative approaches, as well as presentation and critique of in-class and homework data analysis activities.

*Danny Willis***NURS9799 Independent Study (Fall: 3)***Prerequisite:* Doctoral standing or permission of instructor.*The Department***NURS9808 Research Design and Methods I (Fall: 3)***Prerequisites:* Enrollment in Nursing Ph.D. Program or permission of the Teacher of Record (TOR)

This course provides an overview of scientific approaches relevant to nursing and health care research. Current epistemological and qualitative, quantitative and mixed methods approaches are discussed. The application of both classic and emerging quantitative, qualitative, and mixed methods research approaches for answering questions and generating knowledge relevant to the discipline and practice of nursing are explored. Strengths and limitations of research approaches are examined.

*The Department***NURS9809 Research Design and Methods II (Spring: 3)***Prerequisites:* Enrollment in Nursing Ph.D. program or permission of Teacher of Record (TOR); NURS9701; NURS9808; NURS9810

This course examines specific methods utilized in the conduct of research. Areas of focus include recruitment and retention, sampling, data collection, measurement, instrumentation, fidelity, and data coding, management, and analyses. Methods are discussed in terms of quantitative, qualitative, and mixed methods research approaches. Topics also address components of building a research trajectory including research proposals for institutional approval, grant funding, and the dissemination of research findings.

*The Department***NURS9812 Research Seminar: Developing the Research Purpose, Aims and Questions (Fall: 2)***Prerequisites:* Enrollment in Nursing Ph.D. program or permission of the Teacher of Record (TOR); NURS9701; NURS9712; NURS9808; NURS9809; NURS9810

This seminar offers the student further research and scholarly development in the area of research concentration through group seminar sessions.

The Department

NURS9901 Doctoral Comprehensives (Fall/Spring: 1)

Prerequisite: Permission of Graduate Program Office.

This course is for students who have not yet passed the Doctoral Comprehensive but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive.

The Department

NURS9902 Dissertation Advisement (Fall/Spring: 3)

Prerequisites: Successful completion of Doctoral Comprehensives; permission of instructor.

This course develops and carries out dissertation research together with a plan for a specific contribution to clinical nursing knowledge development.

The Department

NURS9903 Dissertation Advisement (Spring: 3)

Prerequisites: NURS9902; permission of instructor

The student in this course develops and carries out dissertation research together with a plan for a specific contribution to clinical nursing knowledge development.

The Department

NURS9911 Doctoral Continuation (Fall/Spring: 0)

Prerequisite: Permission of instructor

All students who have been admitted to candidacy for the Ph.D. degree and have not completed their dissertation, after taking six credits of Dissertation Advisement, are required to register for Doctoral Continuation each semester until the dissertation is completed. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

The Department

Boston College School of Social Work

In keeping with the four-century-old Jesuit tradition of educating students in the service of humanity, Boston College established a School of Social Work (SSW) in March 1936. The SSW offers the Master of Social Work (M.S.W.) and the Doctor of Philosophy in Social Work (Ph.D.) degrees. In addition to providing foundation courses for all students, the Master of Social Work (M.S.W.) program of study affords each the opportunity to specialize in a social work practice intervention method. The two intervention methods are Clinical Social Work and Macro Social Work Practice on the master's level. Five advanced Field-of-Practice Concentrations are offered: Children, Youth, and Families; Global Practice; Health; Mental Health; and Older Adults and Families. A sixth option offers an individualized Field-of-Practice Concentration that may be designed to meet a student's learning objectives. The School also offers a research-oriented Doctoral program that prepares scholars committed to pursue knowledge that will advance the field of social welfare and social work practice.

PROFESSIONAL PROGRAM: MASTER OF SOCIAL WORK (M.S.W.)

The M.S.W. Program offers students a choice of intervention methods. Students select either Clinical Social Work Practice or Macro Social Work Practice.

Clinical Social Work is the process of working with individuals, families, and groups to help them deal with intrapersonal, interpersonal, and environmental problems. The process utilizes a bio-psychosocial assessment and intervention model to increase an individual's well-being. Each person, family, or group has a unique story to share, one that is shaped by cherished beliefs, values, and traditions; one that is connected to the larger stories of communities and nations. The complex process of helping others is, fundamentally, one of empowerment. In practicing clinical social work the aim is to strengthen, support, and accompany clients in their healthy efforts to repair their past and build a future that honors their uniqueness and brings into reality their personal dreams. Our challenging, dynamic, and contemporary program of professional formation transforms compassion into therapeutic empathy. We integrate social work's enduring values, theories, and skills with bold and innovative ways of helping others. This fusion of old and new creates an environment where students learn that interventions, guided by evidence-based practice, become powerfully therapeutic when imbedded in a relationship of respect and authentic concern.

Macro Social Work Practice prepares students to develop and foster social innovation by understanding the process of innovation, and through skill development related to assessment, strategic planning, organizational development, financial management, and administration. Students are prepared to develop innovative solutions to solve today's complex problems, lead organizations that foster these solutions, and mobilize strategic partners, political resources, and community resources to initiate and sustain social change.

The M.S.W. Program is accredited by the Council on Social Work Education and is designed for completion in either two full-time academic years of concurrent class and field work, or in a Three-Year or Four-Year Program. All degree requirements must be fulfilled within a period of five years.

The M.S.W. curriculum is divided into four overlapping components: Foundation, Intervention Method, Field-of-Practice Concentration, and Electives. This configuration allows students to

establish a solid foundation in social work practice, choose either Clinical or Macro Social Work Practice as their intervention method, and then choose a Field-of-Practice Concentration to gain advanced policy and practice skills in a particular area. The Field-of-Practice Concentration choices are: Children, Youth, and Families; Global Practice; Health; Mental Health; Older Adults and Families; and an Individualized option.

Foundation Courses

Seven foundation courses provide the basis for the advanced curriculum. In compliance with Council of Social Work Education (CSWE) Accreditation Standards, the foundation curriculum includes content on Social Work competencies: professional and ethical behavior, diversity, human rights and justice, research, policy, engagement, assessment, intervention, and evaluation.

The following courses comprise the Foundation curriculum:

- SCWK7701 The Social Welfare System
- SCWK7721 Human Behavior and the Social Environment
- SCWK7723 Diversity and Cross-Cultural Issues
- SCWK7747 Research Methods in Social Work Practice
- SCWK7762 Basic Skills in Clinical Social Work
- SCWK8800 Basic Skills in Macro Practice
- SCWK9921 Field Education I

Intervention Methods Courses

Students select one of two intervention methods to focus their acquisition of practice skills: Clinical Social Work or Macro Social Work. Required Clinical courses include an advanced human behavior course, SCWK7722 Psychosocial Pathology, and two methods courses that focus on clinical assessment, practice theory, and evidenced-based practice interventions for a variety of problem areas and populations utilizing various treatment modalities—individual, family, and group.

The required Clinical courses are as follows:

- SCWK7722 Psychosocial Pathology
- SCWK8855 Clinical Practice with Children and Families Assessment and Evidenced-Based Practice
- SCWK8856 Clinical Practice with Adults: Assessment and Evidenced-Based Practice

Required Macro courses include an advanced human behavior course, SCWK8833 Leadership and Social Transformation, and two methods courses that focus on organizational and leadership analysis, marketing, resource development and financial management, and the development of social innovation skills necessary to implement and sustain change.

The required Macro courses are as follows:

- SCWK8833 Leadership and Social Transformation
- SCWK8886 Financial Management and Resource Development
- SCWK8889 Social Innovation
- SCWK9942 Field Education II—Macro Social Work

Field-of-Practice Concentrations

Students entering their final full-time year will choose a Field-of-Practice Concentration. Each Field-of-Practice Concentration consists of an advanced practice course and one advanced policy course. All concentrations require SCWK8841 Program Evaluation and either SCWK9933–9934 Field Education III–IV—Clinical Social Work or SCWK9943–9944 Field Education III–IV—Macro Social Work.

SOCIAL WORK

Children, Youth, and Families

The Children, Youth, and Families Concentration prepares students for professional practice with children, adolescents, and families seen across multiple settings. Clinical students will be proficient in practice with child and adolescent mental health intervention, including individual, group, and family modalities. Macro students will develop competence in leadership and administration, including personnel management, grant writing, and financial management within the context of community-based nonprofit organizations and public systems. Required courses include:

Clinical Social Work

- SCWK8872 Advanced Clinical Practice with Children, Youth and Families
- SCWK8805 Policy Issues in Family and Children's Services

Macro Social Work

- SCWK8885 Management of Organizations Serving Children, Youth and Families
- SCWK8805 Policy Issues in Family and Children's Services

Global Practice

The Global Practice Concentration prepares students to become effective international social workers. Students learn how to collaborate with local partners around issues of humanitarian aid, social development, and capacity-building. Guiding principles are human rights, global justice, and diversity. Final year field placements will be managed in partnership with international organizations. Required courses include:

Clinical Social Work and Macro Social Work

- SCWK7797 Frameworks and Tools of Global Practice
- SCWK8806 Global Policy Issues and Implications

Health

The Health Concentration prepares students for clinical or macro practice in healthcare settings by providing specialized knowledge and skills in assessment, interventions, and health and mental health policy.

Clinical Social Work students, with knowledge of diagnostic assessment and evidenced-based interventions, will focus on treatment with individuals, couples, families, and small groups that are aimed at dealing with the impact of illness on the client system in culturally diverse environments within medical/healthcare settings.

Macro Social Work students, with knowledge of financial management, leadership, and social innovation, will focus on skills in planning, designing, and funding for innovating and sustaining current programs within medical/healthcare settings. Required courses include:

Clinical Social Work

- SCWK8873 Psychosocial Dimensions of Health and Medical Care Practice
- SCWK8817 Health and Mental Health Policy

Macro Social Work

- SCWK8897 Planning for Health and Mental Health Services
- SCWK8817 Health and Mental Health Policy

Mental Health

The Mental Health Concentration prepares students for clinical or macro practice in mental health settings by providing specialized knowledge and skills in assessment, interventions, and health and mental health policy.

Clinical Social Work students, with knowledge of diagnostic assessment and evidenced-based interventions, will focus on family systems work in culturally diverse environments within mental health settings, and select from a broad range of elective courses in various practice modalities.

Macro Social Work students, with knowledge of financial management, leadership, and social innovation, will focus on skills in planning, designing, and funding for innovating and sustaining current programs within mental health settings. Required courses include:

Clinical Social Work

- SCWK8865 Family Therapy
- SCWK8817 Health and Mental Health Policy

Macro Social Work

- SCWK8897 Planning for Health and Mental Health Services
- SCWK8817 Health and Mental Health Policy

Older Adults and Families

The Older Adults and Families Concentration prepares social work students for an integrated macro and clinical practice approach to working with older adults, their families, and the social policies and programs that affect their lives. Coursework for the concentration encompasses the entire range of health and mental health services from those provided to older adults as they "age in place" in their homes and communities through policy and advocacy functions of the local, state, and national aging network. Required courses include:

Clinical Social Work and Macro Social Work

- SCWK8823 Practice in Health and Mental Health Settings with Older Adults
- SCWK8802 Policy for an Aging Society: Issues and Options

Electives

Students take five electives to round out their knowledge and skill-building with courses that offer advanced training in a particular area or provide new knowledge and skills in an area of interest to the student. The required Field-of-Practice advanced policy and advanced practice courses may be taken as electives by students from other Fields-of-Practice on a space-available basis. Elective courses are offered pending sufficient enrollment. The following courses may be offered as Elective options:

- SCWK7724 Neurobiology of Stress Reduction and Resilience
- SCWK7725 Families Impacted By Military Service
- SCWK7726 Neuroscience of Human Relationships and Development
- SCWK7727 Substance Abuse: Alcohol and Other Drugs
- SCWK7728 Global Perspectives on Gender Inequalities
- SCWK7729 Public Health Social Work
- SCWK7733 Working with Lesbian, Gay, Bisexual, Transgender and Questioning Youth, Families and Adults
- SCWK7777 Services to Migrants: A Border Perspective
- SCWK7794 Immigrant and Refugee Issues in the United States
- SCWK8808 Legal Aspects of Social Work
- SCWK8822 Impact of Traumatic Victimization on Child and Adolescent Development
- SCWK8824 Practice in Home and Community Settings with Older Adults
- SCWK8830 Social Work and Spirituality
- SCWK8827 Contemporary Psychodynamic Theories
- SCWK8831 Dying, Grief and Bereavement
- SCWK8835 Veterans' Health and Mental Health
- SCWK8836 Psychodynamic Theories of Individual Development
- SCWK8837 Social Services with Latino Populations in the U.S.
- SCWK8851 Policy Analysis Research for Social Reform
- SCWK8858 Clinical Practice in Schools

- SCWK8859 Integrating Play in Therapeutic Settings (formerly called Play Therapy)
- SCWK8860 Couples Therapy
- SCWK8862 Cognitive-Behavioral Therapy
- SCWK8864 Group Therapy
- SCWK8867 Internal Family Systems Therapy
- SCWK8868 Dialectical Behavioral Therapy
- SCWK8874 Adult Psychological Trauma
- SCWK8876 Solution-Focused Therapy
- SCWK8877 Narrative Therapy
- SCWK8880 Social Work Practice in Child Welfare
- SCWK8881 School Social Work: Program Development and Educational Policies
- SCWK8884 Strategic Planning for Public and Nonprofit Organizations
- SCWK8887 Global Child Protection
- SCWK8888 Community Organizing and Political Strategies

Dual Degree Programs

The School of Social Work has instituted three dual degree programs with other graduate departments of Boston College, and one dual degree program with the undergraduate Morrissey College of Arts and Sciences and the Lynch School of Education. A description of the programs is available from the respective admission offices. Candidates must apply to, and be accepted by, each of the relevant schools independently.

Established in 1980, the M.S.W./M.B.A. Program, in cooperation with the Carroll School of Management Graduate Programs, involves three full-time years—one each in the foundation years of both schools, and the third incorporating joint class and field education.

The four-year M.S.W./J.D. Program, inaugurated in 1988 with Boston College Law School, requires a foundation year in each school followed by two years of joint class and field instruction with selected emphasis on such areas as family law and services; child welfare and advocacy; and socio-legal aspects and interventions relating to poverty, homelessness, immigration, etc.

The three-year M.S.W./M.A. (Theology and Ministry), in conjunction with the Boston College's School of Theology and Ministry, was begun in 1989. Three options for completing the M.S.W./M.A. include a foundation year in each curriculum with a third year of jointly administered class and field instruction; a program of summer courses taken in STM and a two-year academic program in the SSW; or an integrated program of study with courses taken in STM and the SSW during three years of study. Areas of focus include clinical work in hospitals and prisons, organizational services/administration, and parish social ministry.

In cooperation with the Morrissey College of Arts and Sciences and the Lynch School of Education, the School of Social Work has instituted an Accelerated B.A./M.S.W. Program that enables Psychology, Sociology, and Applied Psychology and Human Development majors to complete the Social Work foundation courses during their junior and senior years. Students receive the B.A. at the end of four years, then apply for admission to the School of Social Work for a final year of study in the M.S.W. Program. For sophomore prerequisites and application information, undergraduates should call the School of Social Work Assistant Dean of Admissions at 617-552-4024.

The School also offers an upper-division introductory course that is not applicable to the M.S.W. degree: SCWK6600 Introduction to Social Work is cross-listed with the departments of Psychology and Sociology in the College of Arts and Sciences.

DOCTOR OF PHILOSOPHY DEGREE PROGRAM

The School offers a research-oriented Ph.D. program that prepares scholars committed to pursue knowledge that will advance the field of social welfare and social work practice. Students master a substantive area of scholarship and gain methodological expertise to excel as researchers and teachers in leading academic and social welfare settings throughout the world. Grounded in core values of human dignity and social justice, the program nurtures independence and originality of thought in crafting innovative research and policy agendas for constructive social change.

The School of Social Work doctoral program offers two programs of study: a Ph.D. in Social Work and a Ph.D. in Social Welfare. The Ph.D. in Social Work is designed for students with an M.S.W. or equivalent degree. The Ph.D. in Social Welfare is designed for students enrolled in the International Doctoral Program with partner Jesuit Universities in Latin America.

Program of Study—Social Work

Research training is at the core of the program. Students acquire expertise in applied social and behavioral science research methodologies that are especially appropriate for investigating critical policy and practice questions. This set of courses emphasizes analytic skills needed to understand, appraise, and advance knowledge in social work. The learning process involves more than classroom instruction. Students are expected to work closely with faculty mentors in their roles as scholars and researchers. Besides required courses, students can select from an array of elective academic courses, independent studies, research internships, and teaching practicums.

A minimum of 51 credit hours are required to complete the degree: 45 credits for academic courses and six credits for the dissertation. Among the 23 elective credits, three elective credits are specified to be an advanced social or behavioral science theory course, three credits are specified to be a methods course and three credits are specified to be an advanced data analysis course. The remaining 14 credits are open electives. Students must also pass a written comprehensive examination at the end of year 1 and produce a manuscript that is fitting for publication in a peer-reviewed scientific journal at the end of year two. Before beginning research on the dissertation, the student must complete all required courses and successfully defend their publishable paper.

Required courses include the following:

- SCWK9951 Survey of Research Methods in Social and Behavioral Science
- SCWK9952 Tools for Scholarship in Social and Behavioral Science
- SCWK9956 The Dialectics of Social and Behavioral Theory
- SCWK9958 Community-Engaged Partnership Research
- SCWK9959 Doctoral Publishable Writing Project
- SCWK9960 Regression Analysis for Social and Behavioral Sciences
- SCWK9961 Introduction to Structural Equation Modeling
- SCWK9980 History and Philosophy of Social Welfare in the U.S.
- SCWK9990 ProSeminar
- SCWK9991 Doctoral Teaching Practicum
- SCWK9992 Theories and Methods of Teaching in Professional Education
- SCWK9994 Integrative Dissertation Seminar

Total Credits:

The 51 credits is a minimal requirement. The actual number of courses taken by an individual student varies according to prior educational background and coursework.

Program of Study—Social Welfare

Students in the International Doctoral Program in Social Welfare enroll in courses in both Boston College and a partner Jesuit university in Latin America. Students start the program in the partner university taking elective courses in social behavioral science theory and other courses that provide a foundation in a social problem likely to be the focus of the student's research. In subsequent years, student's residence alternates between Boston College and the partner university. The International Doctoral Program in Social Welfare encourages and facilitates students to focus their doctoral research on topics and populations drawn from Latin American countries.

The program provides a strong foundation in research and preparation for an academic career through nine required courses and two dissertation direction courses. Students will enroll in a total of four to six courses in the partner university during year one and year three. The remaining four elective courses will be taken during students' residency at Boston College in year two. Students must also pass a written comprehensive examination and produce a manuscript that is fitting for publication in a peer-reviewed scientific journal. Before beginning research on the dissertation, the student must complete all required courses and pass an oral qualifying examination based upon the publishable paper requirement. Required courses include the following:

- SCWK9951 Survey of Research Methods in Social and Behavioral Science
- SCWK9952 Tools for Scholarship in Social and Behavioral Science
- SCWK9980 History and Philosophy of Social Welfare in the U.S.
- SCWK9954 Models for Social Welfare Intervention Research
- SCWK9959 Doctoral Publishable Writing Project
- SCWK9960 Statistical Analysis for Social and Behavioral Research
- SCWK9961 Introduction to Structural Equation Modeling
- SCWK9992 Theories and Methods of Teaching in Professional Education
- SCWK9994 Integrative Seminar for Doctoral Students

Total Credits:

The minimal credit requirement is 51 of which 38 credits are taken at Boston College and include required and elective courses and six credits for the dissertation. The remaining elective credits are taken at the partner university and may vary in accordance with the partner university's academic offerings. The actual number of courses taken by an individual student varies according to prior educational background and coursework.

COMBINED M.S.W./PH.D.

The School provides an option whereby those doctoral students without a Master of Social Work degree can engage in a program of study that leads to both the M.S.W. and the Ph.D. degrees. The combined M.S.W./Ph.D. program provides an integrated educational program for exceptionally talented students to embark on their doctoral course work before fully completing all of the requirements for the M.S.W. program.

FINANCIAL AID

There are five major sources of funding available for students in the Doctoral Program in social work at Boston College:

- The Boston College Doctoral Fellowship in Social Work is awarded each year on a competitive basis to full-time doctoral students in social work. Full tuition and a stipend are provided for four years as long as the student maintains good academic standing and demonstrates progress toward the Ph.D.
- Two Fellowships are awarded each year on a competitive basis to full-time doctoral students to provide additional financial support to help encourage them to successfully complete their studies.
- Research Assistant positions are provided through faculty research and training grants.
- Teaching Assistant positions are available for some doctoral and M.S.W. courses.
- Additional grants and scholarship opportunities are available on an individual basis.

In addition to the financial assistance directly available from Boston College, SSW doctoral students are encouraged to apply for nationally competitive fellowships from private foundations and federal agencies.

INFORMATION

For a more detailed description of course offerings, the applicant should consult the Boston College School of Social Work Bulletin, which may be obtained by e-mailing swadmit@bc.edu or by writing to the Director of Admissions, Boston College School of Social Work, McGuinn Hall, Chestnut Hill, MA 02467.

Faculty

- June Gary Hopps, Professor Emerita;** A.B., Spelman College; M.S.W., Atlanta University; Ph.D., Brandeis University
- Demetrius S. Iatridis, Professor Emeritus;** A.B., Washington, Jefferson College; M.S.W., University of Pittsburgh; Ph.D., Bryn Mawr
- Richard A. Mackey, Professor Emeritus;** A.B., Merrimack College; M.S.W., D.S.W., Catholic University of America
- Kevin J. Mahoney, Professor Emeritus;** B.A., St. Louis University; M.S.W., University of Connecticut; Ph.D., University of Wisconsin, Madison
- Elaine Pinderhughes, Professor Emerita;** A.B., Howard University; M.S.W., Columbia University
- Theresa Betancourt, Professor;** B.A., Linfield College; M.A., University of Louisville; Sc.D., Harvard School of Public Health
- Betty Blythe, Professor;** B.A., Seattle University; M.S.W., Ph.D., University of Washington
- Alberto Godenzi, Professor;** M.A., Ph.D., University of Zurich; M.B.A., Open University
- James Lubben, Louise McMahon Ahearn Professor;** B.A., Wartburg College; M.S.W., University of Connecticut; M.P.H., D.S.W., University of California, Berkeley
- Ruth G. McKay, Donahue and DiFelice Endowed Professor;** B.A., University of Kansas; M.S.W., University of Kansas; Ph.D., University of Texas, Austin
- Shanta Pandey, Professor;** B. Sc. Diploma in Botany, Tribhuvan University, Nepal; M.S.W., Delhi School of Social Work; Ph.D., Case Western Reserve University
- Marcie Pitt-Catsof, Professor and Associate Dean of Faculty and Academic Affairs;** B.A., Tufts University; M.S.W., Boston College; Ph.D., Boston University
- David Takuechi, Associate Dean for Research and Dorothy Book Scholar and Professor;** B.A., M.A., Ph.D., University of Hawaii

Thanh Van Tran, Professor; B.A., University of Texas; M.A., Jackson State University; M.S.W., Ph.D., University of Texas

Gautam N. Yadama, Dean and Professor; B.S., Wilkes University; M.S.S.A., Ph.D., Case Western Reserve University

Tiziana Dearing, Professor of Macro Practice; B.A., University of Michigan; M.P.P., Harvard University

Paul Kline, Professor of Clinical Practice; B.S., St. Bonaventure University; M.S.W., Ph.D., Boston College

Thomas Walsh, Associate Dean and M.S.W. Program Director, Professor of Clinical Practice; B.A., Boston College; M.S.W., Simmons College; Ph.D., Boston College

Stephanie Cosner Berzin, Associate Professor and Director of Ph.D. Program; B.A., Cornell University; M.S.W., Columbia University; Ph.D., University of California, Berkeley

Jessica Black, Associate Professor; B.A., University of California, Berkeley; M.A., Ph.D., Stanford University

Rocio Calvo, Associate Professor; B.A., University of Salamanca; M.A., Deusto University; Ph.D., Boston College

Thomas M. Crea, Associate Professor and Assistant Dean of Global Programs; A.B., M.S.W., University of Georgia; Ph.D., University of North Carolina at Chapel Hill

Scott D. Easton, Associate Professor; A.B., Harvard University; M.S.W., Ph.D., University of Iowa

Summer Sherburne Hawkins, Associate Professor; B.A., Vassar College; M.S., Drexel University; Ph.D., University of London

Margaret Lombe, Associate Professor; B.A., Daystar University; M.S.W., Ph.D., Washington University

Kathleen McInnis-Dittrich, Associate Professor; B.A., Marquette University; M.S.W., Tulane University; Ph.D., University of Wisconsin, Madison

Thomas O'Hare, Associate Professor; B.A., Manhattan College; M.S.W., Ph.D., Rutgers University

Ce Shen, Associate Professor; B.A., Nanjing Theological Seminary; M.A., Ph.D., Boston College

Ronald Ancrum, Associate Professor of Macro Practice; B.M., University of Connecticut; M.S., University of Massachusetts McCormack Institute for Public Policy

Westy Egmont, Associate Professor of Macro Practice; B.A., Barrington College; M.Div., Gordon-Conwell Theological Seminary; D.Min., Andover Newton Theological School

Kerry Mitchell, Associate Professor of Clinical Practice; B.A., Providence College; M.S.W., Simmons College; Ph.D., Boston College

Susan Lee Tohn, Associate Professor of Clinical Practice; B.A., Tufts University; M.S.W., Boston University

Robin Warsh, Associate Professor of Clinical Practice; B.S., American University; M.S.W., University of Connecticut

Vincent Fusaro, Assistant Professor; B.A., University of Rhode Island; M.S.W., Boston University; Ph.D. Candidate, University of Michigan

Praveen Kumar, Assistant Professor; BTech, University of Mumbai, India; M.A., Tata Institute of Social Sciences, India; Ph.D. Candidate, Washington University

Christina J. Matz-Costa, Assistant Professor; B.A., University of Massachusetts; M.S.W., Ph.D., Boston College

Erika Sabbath, Assistant Professor; B.A., Washington University; MSc., ScD., Harvard School of Public Health

Jessica Shaw, Assistant Professor; B.S., University of Illinois at Urbana-Champaign; M.A., Ph.D. Michigan State

Samantha Teixeira, Assistant Professor; B.A., University of New Hampshire; M.S.W., Ph.D. University of Pittsburgh

Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed at www.bc.edu/courses.

Curriculum review is on-going with course requirements subject to change. Any revisions affecting curriculum will be posted on the web.

Elective offerings in any given semester require a course enrollment of at least 10 students.

SCWK7701 The Social Welfare System (Spring; 3)

Prerequisite for all other Policy courses. Required of all M.S.W. students.

The course explores current social welfare issues in the context of history and underlying political rationale and societal values. The course is designed to provide students with an understanding of the relationship between contemporary social welfare policy and social work practice. The course focuses on the historical, political, economic and other social conditions that influence policy development in the United States. Models of social welfare are presented and critiqued. Policy issues and programs that impact specific populations are explored with an emphasis on social and economic justice. The course content will be framed through the lens of distributive equity and social justice. Understanding how policy influences practice and how social workers can influence social welfare policy are examined.

The Department

SCWK7719 Independent Study: International Policy (Fall/Summer/Spring; 3)

Prerequisite: SCWK7701

An opportunity to pursue in more depth a comparative policy analysis that examines the social, political, ideological, and economic context of social welfare policies and programs, or examines alternatives in evaluating, formulating, and implementing social welfare policies and programs.

The Department

SCWK7721 Human Behavior and the Social Environment (Fall; 3)
Cross listed with PSYC7721

A foundation course emphasizing a systemic perspective in human development and social functioning. Concepts from biology and the behavioral sciences provide the basis for understanding the developmental tasks of individuals, their families, and groups in the context of complex, environmental forces which support or inhibit growth and effective functioning. Attention is given to the variations that occur relative to ethnicity, race, social class, gender, and other differences which mediate the interface of these human systems with their environment.

The Department

SCWK7722 Psychosocial Pathology (Spring/Summer; 3)

Prerequisite: SCWK7721

Required of Clinical Social Work students; elective for others.

An examination of the etiology and identification of adult mental disorders utilizing the Diagnostic and Statistical Manual of Mental Disorders. Focus is on psychological, genetic, and biochemical theories of mental illness; psychosocial stressors in symptom formation, assessment and treatment; cultural determinants in psychopathology; differential diagnosis; and drug therapies.

The Department

SOCIAL WORK

SCWK7723 Diversity and Cross-Cultural Issues (Fall: 3)

Cross listed with AADS7493

Required of all M.S.W. students.

The course provides a critical perspective on current issues and problems in American racism, sexism, heterosexism, ableism, and ageism. These issues and problems are studied in the context of the dynamics of social process, historical and anthropological perspectives, and theories of prejudice and social change. Social work's responsibility to contribute to solutions is emphasized. Different models for examining the issues of race, sex, sexual orientation, age, and ability are presented.

The Department

SCWK7724 Neurobiology of Stress and Resilience in the Life

Course (Spring: 3)

Prerequisite: Must complete prerequisite SCWK7721

Elective

This course examines the ways in which stress poses risk to healthy biological, psychological and social development. Using life course perspective and ecological systems theory (micro through macro), the course also highlights the characteristics, relationships, and contexts that increase resilience at each life stage (in utero through end of life). Circumstances relevant to social work (including but not limited to prenatal stress, trauma, bullying, violence, poverty and homelessness) are examined through the dual lenses of stress and resilience. Neuroscientific, genetic and related biological research is emphasized in the course; however, no background in biological sciences is required as a prerequisite.

The Department

SCWK7725 Families Impacted by Military Service (Summer: 3)

Prerequisite: SCWK7721

Elective

This course explores how families are impacted by military service (FIMS) emphasizing the effects of military culture within which military families function. Stressors such as deployment, and the protective factors associated with military communities will be discussed. Attachment theory will be explored as it pertains to the loss and separation involved in long-term and sometimes repetitive deployment cycles. Substance use, anxiety, avoidance behaviors, and risk-taking behaviors will be discussed in terms of their impact on family life and family system functioning. Resiliency theory will be highlighted in terms of preventing or ameliorating post-deployment difficulties in families impacted by military service.

The Department

SCWK7726 Neuroscience of Human Relationships and

Development (Summer: 3)

Prerequisite: SCWK7721

Elective

Following human development from conception to end of life, the course provides students with an introduction to key neurobiological aspects (such as brain development and genetics) of the life course. Special attention is paid to examining the association between neurobiology and the nested layers and relationships in which development unfolds, including family, school, community and wider society/policy. Concepts important to social work (including but not limited to attachment, trauma, stress, social relationships, emotions, health and mental health) are addressed within various stages of development. No background in the biological sciences is required.

The Department

SCWK7727 Substance Abuse: Alcohol and Other Drugs

(Spring/Summer: 3)

Prerequisite: SCWK7721

Elective

A course providing an overview of alcohol/drug use, abuse, and addiction. Issues covered include high risk populations, poly-drug abuse, and families with alcohol-related problems. Several models and theories are examined and integrated with relevant treatment techniques and settings.

The Department

SCWK7728 Global Perspectives on Gender Inequalities

(Summer: 3)

Prerequisite: SCWK7721

Elective

A course designed to investigate cross-cultural perspectives of gender inequalities and how these inequalities affect women's physical health, mental health, economic status, families, and general well-being. Beginning with a framework for studying gender and ethnicity that will enable comparative analysis of women's issues among different cultures, the course focuses on basic concepts and theories that help our understanding of gender and culture. In addition, students will learn how to access cross-national data and statistics on women's social, physical, and psychological well-being.

The Department

SCWK7729 Public Health Social Work (Fall: 3)

Prerequisite: SCWK7721

Elective

Public health social work (PHSW) emphasizes health promotion and prevention as well as targeting populations through population-based strategies. The course integrates research on health topics, populations, and settings to learn about the field of PHSW and application of skills to real-world problems. A life course perspective is used to discuss health behaviors and outcomes through all stages of development and across a range of settings. The aim of the course is to provide students a unique perspective on social work from the field of public health by focusing on health promotion, prevention, and reducing disparities at the population-level.

The Department

SCWK7733 Working with LGBTQ Youth, Families and Adults

(Summer: 3)

Prerequisite: SCWK7721

Elective

This course blends macro and clinical practice in order to service LGBTQ people most effectively. Students will learn about policies, laws and societal narratives that impact LGBTQ people in both positive and negative ways. The course focuses on the integration of macro and clinical issues and best practice that respects all people regardless of gender identity and sexual orientation. Particular attention will focus on developmental models of gender identity and sexual orientation.

The Department

SCWK7747 Research Methods in Social Work Practice

(Fall/Summer: 3)

Prerequisite: for all advanced research courses. Required of all

M.S.W. students.

An introduction to research methods and statistical analysis of social work data. The course covers basic methods of social research including principles of research investigation, research design and

problem formulation, survey methods, sampling, measurements, and the use of a statistical software package for descriptive and basic inferential statistics for data analysis and hypothesis testing.

The Department

SCWK7762 Basic Skills in Clinical Social Work (Fall: 3)

Corequisite: SCWK9921 (academic year)

Required of all M.S.W. students.

An overview of interventions emphasizing the multiple roles of a clinical social worker. Emphasis is placed on basic skills of intervention with individuals, families, and groups using the Assessment, Relationship, and Treatment (ART) model. Special attention is given to interviewing skills, data gathering, and psychosocial formulations. Various clinical practice models will be reviewed, including the strengths perspective, brief treatment, supportive treatment, and cognitive behavioral treatment. Students will learn how to conduct and write a psychosocial assessment.

The Department

SCWK7777 Services to Migrants: A Border Perspective (Spring: 3)

Prerequisite: SCWK7701

Elective

The right to migrate and protective stance of sovereign nations creates an inevitable conflict. Along the US border with Mexico there has arisen a variety of responses by government, religious and community organizations that seek to address various aspects of migration. This field based study of policy and services will seek understanding of the conflicts, explore the wants and needs of migrants, pursue the social policies that impact migration north from Central America and assess the range of human services and their outcomes in the Nogales AS corridor.

The Department

SCWK7794 Immigrant and Refugee Issues in the United States

(Fall/Spring: 3)

Prerequisite: SCWK7721

Elective

An overview of the prominent theories, major issues, and controversies in immigration policy is presented. While immigration has become a crucial concern of the American social welfare system as well as an issue of global urgency, immigration controls the fate of growing numbers of asylum seekers. The course will discuss the special needs and problems faced by immigrant and refugee clients and communities; adaptation and coping with a new culture; refugee experience; the impact of relocation on individuals, families, and communities; and a range of world view perspectives including acculturation and assimilation, biculturalism, marginality, and traditional ethnic identities.

The Department

SCWK7797 Frameworks and Tools for Global Practice

(Summer: 3)

Prerequisite: SCWK7762 and SCWK8800

Required for, and restricted to, Global Practice Field-of-Practice Concentration

An advanced course that prepares students for effective practice in a global context and covers three broad areas: a framework for the rights-based perspective; rights-based programming with reference to vulnerable groups; and building sustainable systems. Students will be exposed to rights-based approaches to social work practice mainly in countries of the global south. Areas of focus include working with vulnerable populations such as children in a variety of settings, gender

issues, migration as well as working with various NGOs, governmental and United Nations systems. Emphasis will be placed on working with diverse client populations in each practice setting.

The Department

SCWK7799 Independent Study: Practice Sequence (Fall/Spring: 3)

Prerequisite: SCWK7762 and SCWK8800

Elective for M.S.W. students.

A course offering the student an opportunity to examine in more depth a subject area that is not included in the school curriculum. The extent of that examination should be equal to the depth that is characteristic of a typical course. The subject must be of significance to the field of social work practice, transcending the distinction between macro and clinical social work.

The Department

SCWK8800 Basic Skills in Macro Practice (Fall: 3)

Corequisite: SCWK9921 (academic year)

Required of all M.S.W. students.

A course designed to introduce students to specific knowledge and skills useful to achieve change in organizational and community settings. These include basic administrative skills, community needs assessment, strategic planning, community development, and advocacy for policy change.

The Department

SCWK8802 Policy for an Aging Society: Issues and Options (Spring: 3)

Prerequisite: SCWK7701

Corequisite: SCWK9934 or SCWK9944 or permission

Required for Older Adults and Families Field-of-Practice Concentration; elective for others.

This advanced policy course provides an opportunity to examine how historical and contemporary forces and demographic change shape the perceived problems of the elderly, the politics of aging, and public policy responses. New questions are being raised about the cost of public and private retirement and health care commitments directed at the old and about the responsibilities of older Americans. The implications of the diversity (ethnic, racial, gender, health and economic status) of current and future cohorts of elders need to be understood to adequately plan service and policy responses to the aging of America.

The Department

SCWK8805 Policy Issues in Family and Children's Services (Spring: 3)

Prerequisite: SCWK7701

Corequisite: SCWK9934 or SCWK9944 or permission

Required for Children, Youth, and Families Field-of-Practice Concentration; elective for others.

This course focuses on a critical examination of alternatives in formulating, implementing, and evaluating policies and programs in the area of family and children's services. Students will be informed about specific policies impacting children and families in the U.S., critically analyze how policies impact child and family well-being, and explore methods of advocating for effective policy development. Specific policy issues explored in the course include family legislation; welfare reform; balancing work and family; housing and homelessness; family and domestic violence; maternal, child, and family health; education; juvenile justice; cultural issues; immigration/refugees; and approaches in other nations.

The Department

SOCIAL WORK

SCWK8806 Global Policy Issues and Implications (Fall: 3)

Prerequisite: SCWK7701

Required for, and restricted to, Global Practice Field-of-Practice Concentration.

An advanced policy course that introduces approaches, issues, and competencies of global social work policy interventions. This course focuses on policy analysis in the context of world-wide poverty, underdevelopment, and sustainable development. In the context of social justice, equality, universal human rights and international collaboration (partnerships), it perceives global systems and their policies as both a challenge for a sustainable planet and for the growth of its interdependent national/local communities.

The Department

SCWK8808 Legal Aspects of Social Work (Spring: 3)

Prerequisite: SCWK7701

Elective

An examination of various areas of the law and legal implications of interest to social workers. The course provides a useful study of the framework of the American legal system, the process of litigation, and the constitutional principles of due process and equal protection. The seminar explores the interaction between social workers and lawyers by placing real life social work problems in a legal context. The format is designed to engage students in critical legal thinking and explore the relationship between social policy and the development of the law.

The Department

SCWK8817 Health and Mental Health Policy (Spring: 3)

Prerequisite: SCWK7701

Corequisite: SCWK9934 or SCWK9944 or permission

Required for Health and Mental Health Field-of-Practice Concentration; elective for others.

An advanced policy course designed to provide students with a knowledge and skill base for analyzing and synthesizing the policy structures that undergird the U.S. health and mental health care system. General health indicators, prevalence of mental health conditions, health disparities, and general definitions and components of health/mental health are examined. The development and organization of health/mental health services and public and private financing of services are discussed. Finally, the contemporary and near future issues and conflicts regarding accessing care, the costs of care, and the quality of care are addressed.

The Department

SCWK8819 Social Welfare Policy Sequence Independent Study (Fall/Spring/Summer: 3)

Prerequisite: SCWK7701

Elective

An opportunity to pursue in more depth either of the two Social Welfare Policy Sequence goals: (1) examination of the social, political, ideological, and economic context within which social welfare policies and programs are conceived and administered to meet social objectives and need; or (2) examination of alternatives in evaluating, formulating, and implementing social welfare policies and programs through an in-depth analysis of specific social welfare issues and their consequences upon human and social behavior and national priorities.

The Department

SCWK8822 The Impact of Traumatic Victimization on Child and Adolescent Development (Spring/Summer/Fall: 3)

Prerequisite: SCWK7762

Elective

A course that examines how stress, especially of a violent nature, can impact child and adolescent development. Exploration of selected theories and evidence-based practice will assist students in identifying skills necessary for effective clinical practice with children, adolescents, families, and communities coping with the consequences of traumatic exposure to violence. Students will be encouraged to reflect on the impact of exposure to the injured child and consider how their reactions may identify potential sources of lost empathy or uncover other personal vulnerabilities that might interfere with effective practice.

The Department

SCWK8823 Practice in Health and Mental Health Settings with Older Adults (Fall: 3)

Prerequisite: SCWK7762 and SCWK8800

Corequisite: SCWK9934 or SCWK9944 or permission

Required for Older Adults and Families Field-of-Practice Concentration; elective for others.

An advanced course designed to develop micro and macro practice skills in working with older adults and their families in health and mental health settings. The course explores the biopsychosocial knowledge base required to develop effective interventions with specific foci on the physical and mental health considerations facing older adults and their families. Substance abuse issues and the special challenges of reaching a client population often invisible to service providers are discussed. The role of spirituality in older adults' lives and the challenges of death, dying, and bereavement facing the older adults are also covered.

The Department

SCWK8824 Practice in Home and Community Settings with Older Adults (Spring: 3)

Prerequisite: SCWK7762 and SCWK8800

Elective

An advanced course that explores the roles of micro and macro-level social workers with older adults in home and community settings. Beginning with a consideration of aging in place, the course addresses the person-in-environment challenges facing older adults living outside of institutional settings. Attention is given to protecting vulnerable adults from abuse and neglect, grandparents raising grandchildren, and older adults with disabilities. The course concludes with a discussion of the legal issues of competency, guardianship, and end-of-life decision-making while considering issues of diversity, including race, ethnic group, sexual orientation, and gender, that affect the appropriateness of services.

The Department

SCWK8827 Contemporary Psychodynamic Theories (Summer: 3)

Prerequisite: SCWK7721

Elective

Beginning with a brief background on the historical precedents of psychodynamic theory, the course focuses specifically on the developments and critiques of the last 20 years as well as specific populations originally overlooked, misunderstood, or stigmatized by early psychodynamic theory, including current psychodynamic expansions and critiques of classic theories, relational theory, intersubjectivity, and feminist theory. The utility of each theory in the completion of biopsychosocial assessments will be demonstrated. Special attention will be

paid to the current psychodynamic theory as it pertains to oppressed populations in terms of race, ethnicity, social class, gender, sexual orientation, and religion.

The Department

SCWK8830 Social Work and Spirituality (Spring: 3)

Prerequisite: SCWK7721

This course explores spirituality as a core dimension of human development and as a necessary area of concern for social workers including non-religious expressions of spirituality as well as spirituality shaped by religious traditions. We will explore how spirituality contributes to optimal human development and, in particular, the power of spirituality to advance psychosocial competence, coping, and well-being. Although all students will explore common questions and topics students have freedom to responsibly shape their learning experience to advance their specific professional objectives.

The Department

SCWK8831 Dying, Grief, and Bereavement (Fall/Spring: 3)

Prerequisite: SCWK7721

Elective

Beginning with an overview of the social phenomena of death and how social attitudes and practices influence the environmental context in which death takes place in contemporary society, the course explores the influence of cultural diversity in the way death is experienced by diverse groups. The tasks of mourning following a person's death and the bereavement process present complex socio-emotional challenges for family and friends throughout the life span. Issues in self-reflection and self-care are presented to offer practitioners ways to grow personally and professionally through the process of their clients' losses.

The Department

SCWK8833 Leadership and Social Transformation (Spring: 3)

Prerequisite: SCWK7721

Required of Macro Social Work students; Elective for others.

An overview of general principles of management, this course provides students with a broad understanding of theories of organizational functioning combined with a focus on leadership for change in organizations. The role of leader-manager is explored in three theoretical perspectives of organizations: the structure of human service organizations and requisite management skills; the human resource perspective and promoting the recruitment and development of people as a vital component of organizational functioning; and organizational change with emphasis on advocating for and sustaining change within human service organizations.

The Department

SCWK8835 Veterans' Health and Mental Health (Spring: 3)

Prerequisite: SCWK7721

Elective

Social workers who understand issues that are unique to the military can comfortably engage with them and more effectively interact and treat this population. The health of veterans will be discussed in terms of the physical wounds of war such as traumatic brain injuries (TBIs) and other service-connected injuries to the body. The invisible wounds of war will also be discussed in terms of the mental health needs that may surface from the experience of having gone to war. Post-traumatic stress will be explored in depth as both a normal reaction to the situation of going to war and as a complication with the readjustment to civilian life that requires sustained attention to non-threatening

information in such places as family, work, and school. The challenges veterans face in the areas of unemployment, substance use, the criminal justice system, and family violence will all be discussed as well as changing macro-level policies around these issues.

The Department

SCWK8836 Psychodynamic Theories of Individual Development (Spring: 3)

Prerequisite: SCWK7721

Elective

An advanced course that provides an overview of the psychodynamic theories that best explicate individual psychological development over the life cycle from a biopsychosocial perspective, with attention given to sources of development of individual strength and resilience. These theories include drive theory, ego psychology, object relations, self psychology, and intersubjectivity theory. Students will begin to learn to critique and compare theories for their applications to, and usefulness for, social work practice as they reflect particular sets of values and intersect with ethnicity, social class, gender, sexual orientation, religion, age, disability, and other forms of diversity.

The Department

SCWK8839 HBSE Independent Study (Fall/Spring/Summer: 3)

Prerequisite: SCWK7721

Elective

An opportunity to pursue an in-depth study of some aspect of human behavior theory or knowledge. The study must be designed so that it contributes to the student's understanding of the individual, group, organizational, institutional, or cultural context within which human behavior is expressed and by which it is significantly influenced. The area of investigation must be of clear significance to the contemporary practice of social work. Any student who has successfully completed the foundation course in Human Behavior and the Social Environment is eligible to pursue independent study.

The Department

SCWK8841 Program Evaluation (Fall/Spring: 3)

Prerequisite: SCWK7747

Corequisite: SCWK9934 or SCWK9944 or permission

Required of all M.S.W. students.

An advanced course designed to provide students with the skills to carry out evaluations of programs and services. Major topics covered include types of evaluations, evaluation design and theory, measurement, sampling, data collection techniques, ethics and politics in evaluation, data analysis, and utilization of findings. Special attention is also given to social and economic justice, value, and ethical issues that arise in evaluation research.

The Department

SCWK8849 Independent Study in Research (Fall/Spring: 3)

Prerequisite: SCWK7747

Elective

An opportunity for students to engage in specifically focused work in one of two areas: the formulation, design, and implementation of an empirical study of the type not possible to operationalize within other course practicum opportunities available; or the in-depth study in a particular research methods area about which no graduate level courses exist within the University.

The Department

SOCIAL WORK

SCWK8850 Group Independent Study in Research (Fall/Spring: 3)

Prerequisite: SCWK7747

Elective

An opportunity for students to engage in specifically focused work in either of the following areas: (1) the formulation, design, and implementation of an empirical study of the type not possible to operationalize within other course practicum opportunities available; or (2) the in-depth study in a particular research methods area about which no graduate level courses exist within the School or the University. Independent study proposals must be submitted to the Associate Dean for review by Research Faculty at least one month prior to the beginning of the semester in which the student wishes to pursue the work.

The Department

SCWK8851 Policy Analysis Research for Social Reform

(Summer: 3)

Prerequisite: SCWK7701

Elective

A seminar preparing students for practice-oriented policy analysis research roles. It offers advanced research content of particular use to administrators, planners, advocates, and others interested in participating in policy analysis and development efforts, particularly those related to vulnerable populations. It provides knowledge of and opportunity to apply the following: (1) the logic of inquiry into social policy issues; (2) policy analysis research methods (e.g., population projections, input-output analysis, cost-effectiveness analysis); and (3) writing skills and quantitative reasoning necessary to use data and policy research methods creatively in making effective policy arguments.

The Department

SCWK8855 Clinical Practice with Children and Families:

Assessment, Intervention, and Evidence-Based Practice

(Spring/Summer: 3)

Prerequisite: SCWK7762

Corequisite: SCWK9932

Required of Clinical Social Work students.

An advanced clinical course intended to prepare students for effective practice with children, adolescents, and families. Building on foundation content, the course provides a comprehensive review of child and family development, reviews major theories and research literature concerning the evaluation and treatment of children and families, and examines how clinical social workers may effectively utilize evidence-based treatments to help youth and their families achieve their goals. Students will learn practice techniques of various evidence-based interventions.

The Department

SCWK8856 Clinical Practice with Adults: Assessment, Intervention, and Evidence-Based Practice (Spring/Summer: 3)

Prerequisite: SCWK7762

Corequisite: SCWK9932

Required of Clinical Social Work students.

An advanced course focusing on effective interventions with common adult psychosocial disorders. Intervention methods, drawn from current practice evaluation literature, encompass a contemporary eclectic model incorporating cognitive-behavioral, psychodynamic and other relational thinking, practice wisdom, and empirical evidence in determining the most suitable intervention. Special attention is given to recognition of individual and demographic factors influencing clients, as well as their expectations and input concerning the selective

intervention. Class discussion draws on students' reading and field experience. Through the use of case studies, the course addresses strategies for practice evaluation.

The Department

SCWK8858 Clinical Practice in Schools (Spring: 3)

Prerequisite: SCWK7762

Elective

An advanced clinical course that provides a comprehensive overview of the necessary skills to prepare students for effective communication with teachers and school personnel as well as with diverse families on issues related to assessment, building family partnerships, family-based treatment, and multicultural issues. The course reviews assessment and use of state-of-the-art diagnostic testing instruments. Given the relationship between school social work and special education, students will be exposed to the diverse populations served in schools and learn how to engage in practice with children with a variety of issues, including learning, physical, behavioral, developmental, neurological, and emotional disabilities.

The Department

SCWK8859 Integrating Play in Therapeutic Settings

(Spring/Summer: 3)

Prerequisite: SCWK7762

Elective

An advanced clinical course preparing students for effective practice with children, adolescents, and their families through the use of play therapy. Content includes a comprehensive overview of theories informing the practice of play therapy and specific play therapy techniques for effective assessment and intervention consistent with the theoretical perspectives presented. Effective individual, filial, and small group play therapy interventions focus on empirically-validated methods related to attachment problems, generalized anxiety, PTSD, and depression. Incorporated throughout discussion of theory, practice methods, and evaluation is thoughtful attention to the influence of culture, ethnicity, age, gender, and family structure in provision of competent services.

The Department

SCWK8860 Couples Therapy (Summer: 3)

Prerequisite: SCWK7762

Elective

An advanced course examining and analyzing theories, research, and interventions with couples. The use of cognitive, behavioral, emotion-focused, brief treatment, and skills-training approaches are critically evaluated. Research on their empirical bases is examined. Emphases include working with couples from diverse cultural backgrounds, practice with same-sex couples, and special issues such as living with chronic illness, poverty and economic stress, facing divorce, infidelity, interpersonal violence, and sexual dysfunctions. The course will describe how to adapt couple-based assessments and interventions to various settings, such as acute medical, psychiatric, and child-focused settings.

The Department

SCWK8862 Cognitive-Behavioral Therapy (Spring/Fall: 3)

Prerequisite: SCWK7762

Elective

An advanced practice course that integrates CBT theory, practical assessment tools, and treatment applications with work with children and adults. Lab skills classes will provide students with the opportunity to practice specific techniques. With an emphasis on the extensive literature

supporting CBT as an evidence-based model, the course focuses on the CBT assessment and treatment of specific disorders, including anxiety, pain, depression, bipolar disorder, ADHD, substance abuse disorders, and personality disorders. The relevance of Cognitive-Behavioral practice with populations at risk confronting issues of age, race/ethnicity, gender, class, religion, sexual orientation, and disability will be addressed.

The Department

SCWK8864 Group Therapy (Fall/Summer: 3)

Prerequisite: SCWK7721

Elective

This course considers many applications of social work group treatment. Through a thoughtful review of selected group therapy literature, analysis of process recordings of group therapy sessions, lectures, class discussion, and/or role-play exercises, students will develop an appreciation of the unique ways in which group treatment can promote individual psychosocial competence. Students will develop skills in the practice of social work treatment.

The Department

SCWK8865 Family Therapy (Fall: 3)

Prerequisite: SCWK7762

Corequisite: SCWK9933 or permission

Required of Clinical Social Work students in the Mental Health Field-of-Practice Concentration; elective for others.

An advanced course designed to integrate family therapy theories of practice and intervention techniques. Throughout the course critical issues relative to power, gender, and race will be interwoven with outcome effectiveness, research, and evaluation. Emphasis will be placed on the adaptation of the family process to the stressors of chronic illness, aging, addictions, and interpersonal violence. The strengths and problems of minority families, families living in poverty, blended families, adoptive families, and families of same sex parents will be reviewed.

The Department

SCWK8867 Internal Family Systems Therapy: A Contemporary Approach for Working with Individuals, Couples, Families and Groups (Spring/Fall: 3)

Prerequisite: Prerequisite for this course is SCWK7762

Elective

This advanced clinical course focuses on the Internal Family Systems Model (IFS) into a comprehensive approach that includes guidelines for working with individuals, couples, families and groups. The IFS Model is a new synthesis of two already existing paradigms: systems thinking and the multiplicity of minds. One major and unique contribution of IFS is the concept that it is the connection of the Self to the Parts that brings healing. The IFS Model offers a non-pathologizing approach to identifying and unburdening the faulty beliefs people carry from childhood trauma and troubling patterns of interaction and replacing them with Self-led resources.

The Department

SCWK8868 Dialectical Behavioral Therapy (Fall/Summer: 3)

Prerequisite: SCWK7762

Elective

This course is designed to instruct and prepare students to integrate and apply Dialectical Behavioral Therapy (DBT), a comprehensive and flexible evidence-based treatment. Students will learn to conduct thorough risk assessments, develop crisis management plans, understand borderline personality disorder from the DSM-IV and DBT lenses,

create a DBT theory-driven case formulation and treatment plan by stages and targets, observing dialectic dilemmas, balancing acceptance and validation, integrating communication styles, applying commitment strategies, conducting chain/solution analysis, implementing diary cards and collaboratively problem-solving with clients and peers. Students will learn the four DBT modules: Mindfulness, Distress Tolerance, Interpersonal Effectiveness, and Emotion Regulation.

The Department

SCWK8869 Clinical Social Work Independent Study

(Fall/Spring/Summer: 3)

Prerequisite: SCWK7762

Elective

An opportunity for those in the Clinical Social Work concentration to investigate one aspect of social work practice in-depth. The area of investigation must be of clear significance to contemporary clinical social work practice with individuals, families, or groups. Any clinical social work student may submit (in the prior semester) a proposal for independent study in the fall and/or spring semester of his/her final year.

The Department

SCWK8872 Advanced Clinical Interventions with Children, Youth, and Families (Fall: 3)

Prerequisite: SCWK7762

Corequisite: SCWK9933 or permission

Required of Clinical Social Work students in the Children, Youth and Families Field-of-Practice Concentration; elective for others.

An advanced clinical course focused on the development of specific intervention skills utilized with children and their families. Clinical practice skills in individual, family, and group treatments highlight prevention and intervention strategies that promote self-efficacy and resiliency. Specific skills include parent management training, parent-child interaction therapy, solution-focused therapy with children, adolescents, and their families, trauma-focused cognitive behavioral therapy, and group therapy with children. Course structure will utilize experiential skills labs to promote student skill acquisition.

The Department

SCWK8873 Psychosocial Dimensions of Health and Medical Care Practice (Fall: 3)

Prerequisite: SCWK7762

Corequisite: SCWK9933 or permission

Required of Clinical Social Work students in the Health Field-of-Practice Concentration; elective for others.

An advanced course that utilizes the biopsychosocial model of assessment of individual and family response to illness. In addition, the course will address issues in behavioral and complementary and alternative medicine. The effect of race, ethnicity, gender, sexual orientation and socioeconomic status on health, health care treatments, and health care availability to diverse populations will also be addressed. Finally, the importance of social work contributions to research in health care will be examined.

The Department

SCWK8874 Adult Psychological Trauma: Assessment and Treatment (Fall/Spring/Summer: 3)

Prerequisite: SCWK7762

Elective

An advanced clinical course focusing on adults exposed to acute or chronic psychological trauma. Theoretical constructs stress an interactive approach: person, environment, situation. Emphasis is on the

SOCIAL WORK

interconnections of intrapsychic, interpersonal, cognitive, and behavioral sequelae to catastrophic life events, with attention to socio-economic and cultural factors which influence an individual's differential response to trauma. Various methods are evaluated with the goal of multi-model treatment integration. Clinical presentations on specialized populations (e.g., combat veterans, victims of abusive violence, traumatic loss, disasters, people with AIDS, and the homeless) are used to integrate theory, research designs and strategies, and practice skills.

The Department

SCWK8876 Solution-Focused Therapy (Fall/Summer: 3)

Prerequisite: SCWK7762

Elective

An advanced clinical course focusing on time-effective treatments with individuals, families and groups. The course focuses primarily on Solution-Focused Therapy. Primary concepts include the paradigm shift from problem to possibility, the role of an active intentional clinician, and the careful use of language. Emphasis is given to the evaluation as key to the process, which involves building rapport, identifying a goal, and understanding the client's relationship to that goal. The course examines pivotal treatment strategies, including language, task setting, and creating hope in clients through our interventions.

The Department

SCWK8877 Narrative Therapy (Summer: 3)

Prerequisite: SCWK7762

Elective

This course focuses on narrative practice skills that are based on a belief in the power of the meaning-making systems. The course will examine models, research, and theoretical and clinical foundations of narrative therapy. Using lecture, discussion, and exercises, students will be introduced to various narrative therapy practices.

The Department

SCWK8880 Social Work Practice in Child Welfare

(Fall/Summer: 3)

Prerequisite: SCWK7762 and SCWK8800

Elective

An advanced course designed to provide practice knowledge and skills for micro and macro interventions. Throughout the course the issues of poverty, diversity, and services for children of color are considered. Stressing the importance of providing services to children and families so that the family unit is preserved, issues related to family preservation, foster care, family reunification, adoption, legal issues, and emerging trends will be explored. The central focus will be on developing a solid foundation in child welfare policy and practice as a means to promoting a more responsive service delivery system.

The Department

SCWK8881 School Social Work: Program Development and Educational Policies (Summer: 3)

Prerequisite: SCWK8800

Elective

An advanced course that provides a comprehensive overview of the history, theory, practice and policy of social work in an educational setting. Beginning with a historical perspective, this course is rooted in school social work principles that emphasize collaborative work with families, and school and community personnel, professional standards, and diverse practice roles. This course provides a comprehensive overview of education policy and the legal rights of students and their

families. Special issues in school social work practice related to health, child abuse, school safety and violence, trauma, substance abuse, and high risk behavior are addressed.

The Department

SCWK8883 Creating and Sustaining Social Enterprises (Fall: 3)

Prerequisite: Must have successfully completed SCWK7701

Electives

This course has the dual goals of understanding the conceptual characteristics of "social enterprise" and the more practical objective of knowing how to create, implement, and sustain a program based on social enterprise principles. These goals are achieved through examining how social enterprise fits with important values, learning key models and considerations, and by creating a complete business plan for an actual social enterprise initiative. Students work in teams gathering essential information, formulating strategy, develop analytic tools, and create financial documents that provide a road map for a new revenue oriented program or service.

The Department

SCWK8884 Strategic Planning for Public and Nonprofit Organizations (Fall: 3)

Prerequisite: SCWK8800

Elective

Focusing on the strategic trends and issues which impact the public and nonprofit sectors, this course explores the role of strategic planning as a fundamental tool of public and nonprofit institutions to build high performance organizations, maximize organizational strengths, and enhance community problem-solving. Students will acquire practical skills through case study analysis and the development of a strategic plan.

The Department

SCWK8885 Management of Organizations Serving Children, Youth, and Families (Fall: 3)

Prerequisite: SCWK8800

Corequisite: SCWK9943 or permission

Required of Macro Social Work students in the Children, Youth and Families Field-of-Practice Concentration; elective for others.

An advanced practice course for macro students that emphasizes personnel management skills that promote employee well-being and organizational effectiveness, financial management skills including budgeting and cost analysis, and strategic fund-raising with a focus on revenue sources that support child and family services. Multiple theoretical approaches to leadership are examined, as well as organizational change, the supervisory process and the use of power and authority, and effective application of the diversity model for the inclusive workplace.

The Department

SCWK8886 Financial Management and Resource Development (Spring: 3)

Prerequisite: SCWK8800

Corequisite: SCWK9942 or permission

Required of Macro Social Work students.

This required macro practice course prepares students to develop and manage appropriate resources for creating, supporting, and sustaining effective human service organizations. Managers must understand an organization's financials to exercise fiduciary responsibility. In order to meet the mission, agencies also depend on effective and efficient direct care staff, supervisors and managers. If there is no money, there is no mission; and if there is not sufficient and motivated staff to perform

their functions, human service organizations cannot be successful. This course concentrates on these two core aspects of human services management: understanding organizational finances and human resources management and development.

The Department

SCWK8888 Community Organizing and Political Strategies
(Summer: 3)

Prerequisite: SCWK8800

Elective

An examination of community organization and political strategies for mobilizing support for human services and other interventions that enhance social well-being, especially that of vulnerable populations. The course emphasizes skill development in strategies of community organization and policy change, including neighborhood organizing, committee staffing, lobbying, agenda setting, use of media, and points of intervention in bureaucratic rule making.

The Department

SCWK8889 Social Innovation (Spring: 3)

Prerequisite: SCWK8800

Corequisite: SCWK9942 or permission

Required of Macro Social Work students.

Designed to prepare students with the skills to develop transformational responses to social problems through learning concepts related to innovation, needs assessment, and grant development, this course provides students with knowledge about how to create new, innovative responses to social problems and put these ideas into action. Students study examples of social entrepreneurship, learn how to assess social need, and develop new programmatic responses through grant-writing. Participation in the Social Innovation Lab allows students a first-hand look at innovation in action in existing non-profits and at how the redesign process promotes and supports new thinking.

The Department

SCWK8897 Planning for Health and Mental Health Services
(Fall: 3)

Prerequisite: SCWK8800

Corequisite: SCWK9943 or permission

Required of Macro students in Health and Mental Health Field-of-Practice Concentration; elective for others.

A course designed to introduce program planning, strategic planning, proposal writing, and state-of-the-art service delivery models. Significant emphasis will be placed on developing practical skills in the area of proposal development and program design through applying class material to practice through a major planning assignment. Skills to analyze critical issues in mental health and health care delivery, including system design and financing, are emphasized. Critical issues of access to health care, the crisis in health care, and managed care will be discussed and analyzed. Models of service delivery will be critically reviewed.

The Department

SCWK8899 Macro Independent Study (Fall/Spring: 3)

Prerequisite: SCWK8800

Elective

An opportunity for Macro students to investigate one aspect of social work practice with groups or communities in-depth. In addition to being of interest to the individual student, the area of investigation must be of substantive import to the field and of clear significance to contemporary community organization and social planning practice.

Any student who has successfully completed the first year program of Macro studies is eligible to pursue an independent study in the fall and/or spring semester of the second year.

The Department

SCWK9911 Doctoral Continuation (Fall/Spring/Summer: 1)

Prerequisite: SCWK9995, SCWK9996

All students who have been admitted to candidacy for the Ph.D. degree and completed six (6) credit hours of dissertation-related course work, i.e., SCWK9995 and SCWK9996, are required to register and pay the fee for doctoral continuation during each semester of their candidacy until successfully defending the dissertation.

The Department

SCWK9919 Field Education: Early Start (Fall/Summer: 0)

The Department

SCWK9921 Field Education I (Fall/Summer: 3)

Corequisite: SCWK7762 and SCWK8800 (academic year)

Required of all students.

Supervised learning and practice in the development of a generalist approach focusing on professional values, ethics, and micro and macro interventions based on theories of human behavior and the social environment. Two days per week in the first semester.

The Department

SCWK9929 Field Continuation (Fall/Spring/Summer: 0)

Prerequisite: Department permission

The Department

SCWK9932 Field Education II—CSW (Spring/Summer: 3)

Prerequisite: SCWK9921, SCWK7762, SCWK8800 (academic year)

Corequisite: SCWK8855 and SCWK8856 (academic year)

Required of Clinical Social Work students.

Supervised learning and practice in the provision of individual, family, and group interventions with clients in a wide range of clinical settings. Two days per week in the second semester.

The Department

SCWK9933 Field Education III—CSW (Fall/Spring: 4)

Prerequisite: SCWK9932 and Advanced Practice Field of Practice

Concentration course

Corequisite: Advanced Practice Field of Practice Concentration course.

Required of Clinical Social Work students.

Advanced learning and practice under the instruction of a qualified supervisor in a setting related to the student's major area of clinical interest. Three days per week in the third semester.

The Department

SCWK9934 Field Education IV—CSW (Spring: 4)

Prerequisite: SCWK9933 and Advanced Policy Field of Practice

Concentration course

Corequisite: Advanced Policy Field of Practice Concentration course.

Required of Clinical Social Work students.

Advanced learning and practice under the instruction of a qualified supervisor in a setting related to the student's major area of clinical interest. Three days per week in the fourth semester.

The Department

SCWK9939 Field Continuation—CSW (Fall/Spring/Summer: 0)

Prerequisite: Department permission

The Department

SOCIAL WORK

SCWK9942 Field Education II—Macro (Spring/Summer: 3)

Prerequisite: SCWK9921

Corequisite: SCWK8886 and SCWK8889 (academic year)

Required of Macro students.

Supervised learning and practice in the development of change-oriented knowledge and skill. Through the staffing of task groups focused on community or administrative problem-solving, students learn about structure, function, and dynamics common to intra-organizational and community environments.

The Department

SCWK9943 Field Education III—Macro (Fall/Spring: 4)

Prerequisite: SCWK9942 and Advanced Practice Field-of-Practice Concentration course

Corequisite: Advanced Practice Field-of-Practice Concentration course

Required of Macro students.

Advanced learning and practice which emphasizes knowledge and skill in community organization, planning, policy, and/or administration. Each student is responsible for leading at least one major project and submitting a written final report. Three days per week in the third semester.

The Department

SCWK9944 Field Education IV—Macro (Spring: 4)

Prerequisite: SCWK9943 and Advanced Policy Field-of-Practice Concentration course

Corequisite: Advanced Policy Field-of-Practice Concentration course.

Required of Macro students.

Advanced learning and practice that emphasizes knowledge and skill in community organization, planning, policy, and/or administration. Each student is responsible for leading at least one major project and submitting a written final report. Three days per week in the fourth semester.

The Department

SCWK9949 Field Continuation—Macro (Fall/Spring: 0)

Prerequisite: Department permission

The Department

SCWK9951 Survey of Research Methods in Social and Behavioral Science (Fall: 3)

Required for all Doctoral Students

The course surveys research methods in the social and behavioral sciences, including theoretical and conceptual approaches to research problem formulation; research design, including experimental, comparative, and survey; sampling; statistical methods; and methods of observation and common techniques of data analysis. The course provides a framework for evaluating social science research codifying methods for gathering scientific evidence, explicating criteria by which to evaluate scientific evidence, and developing techniques for evaluating scientific evidence in the published literature. These tools will be applied to a group of case examples of research in social and behavioral science.

The Department

SCWK9952 Tools for Scholarship in Social and Behavioral Sciences (Fall: 1)

Required for all Doctoral Students

The purpose of the Tools for Scholarship is to provide first year social work doctoral students with opportunities to become familiar with ethical expectations for writing and research established by the academic community, in general, and by the profession of social work, specifically. In addition, students are introduced to resources available to them through Boston College, including the Boston College

Library Systems as well as the BC Office for Research Integrity and Compliance. Upon completion of this course, students will have developed the skills and competencies needed for them to continue with the doctoral studies in an efficient, effective, and ethical manner. Students are expected to master APA formatting and to use APA formatting for all courses offered by the BC School of Social Work. It is a one credit course and will be graded as Pass/Fail.

The Department

SCWK9953 Cross-Cultural Issues in Social and Behavioral Research (Fall: 3)

Required for all Doctoral Students

Increasing diversity presents both challenges and opportunities to social and behavioral researchers. This course explores current scholarship relevant to age, gender, immigration, race-ethnicity, and social class and examines how these concepts as processes impact multiple levels of social and behavioral functioning. The multicultural concepts are analyzed in relation to their theoretical and empirical base with the purpose of identifying social and behavioral research methods that are cross-culturally sensitive. Additionally, the course emphasizes methods of establishing and assessing cross-cultural equivalence in measurements of key social and psychological constructs.

The Department

SCWK9954 Models of Social Welfare Intervention Research (Spring: 3)

Required for all Doctoral Students

The major emphasis of this course is on research methods that seek to design, test, evaluate, and disseminate innovative social work intervention technologies. The course scrutinizes social and behavioral theories for how they can be tested in practice settings and how research designs generally need to be tailored to accommodate practice environments. The course addresses special issues related to data collection for practice settings including human subjects protection, confidentiality, and the development of valid and reliable measurement tools.

The Department

SCWK9956 The Dialectics of Social and Behavioral Theory (Spring: 3)

Prerequisite: Permission of Social Work required

In this course, students will read selected original publications of classical and contemporary theorists in psychology, sociology, political science, urban planning and community development, and economics. They will consider how theories which are foundational to different disciplines in the social and behavioral sciences can inform their studies and predict empirical findings. The theories selected for examination in the course will include: theories of identity and stigma, social integration theories, exchange theory, conflict theories, theories of social integration; critical race theory, role theories, rational choice theory, life course theories, role theories, social justice theories, theories of social change and, and epidemiology. The students will use the assumptions of different theories to prepare three papers, each of which will examine a single issue from a different perspective.

The Department

SCWK9957 Tools for Research in Social and Behavioral Sciences (Fall: 1)

Prerequisite: Permission of Social Work required

The purpose of The Tools for Research in Social and Behavioral Sciences course is to prepare first year social work doctoral students

to use online resources, such as archived data sets, and software packages that can be used to conduct quantitative and qualitative studies. Students are expected to become familiar with ICPSR plus the fundamentals of software packages including: Qualtrics, PSPP, Stata, R, and at least one software package that can be used for qualitative analysis. This course is a 1-credit course and is graded as Pass/Fail.

The Department

SCWK9958 Community-Engaged Partnership Research

(Summer: 3)

Required for all Doctoral Students

Social work researchers have opportunities as well as ethical responsibilities to identify emergent trends in social issues, contribute to the evidence base needed for policy and practice, and to explore the experiences of vulnerable populations in their communities. Responsive community-based research projects tend to be ones conceptualized, designed, and implemented in partnership with community groups, community-based organizations, and/or public agencies. Academics need to develop the knowledge as well as a specialized set of competencies that enable them to engage in authentic research partnerships marginalized and vulnerable populations and organizations that provide resources and services to them. This three credit course is structured as a series of in-class sessions covering values, knowledge, and skills related to the process of conceptualizing and implementing community-based research in collaboration with local agencies. The course is designed to prepare students for the one credit Summer Intensive Research Internship.

The Department

SCWK9959 Doctoral Publishable Paper Writing Project

(Fall/Spring: 1)

Required for all Doctoral Students

Individualized writing project for doctoral students to develop a publishable manuscript under faculty supervision, enabling the student to integrate and apply analytic research skills developed in prior courses. The paper must demonstrate the student's mastery of a behavioral or social science theory and related methods of scientific inquiry. The paper will be evaluated by a faculty review committee appointed by the chair of the doctoral program.

The Department

SCWK9960 Regression Analysis for Social and Behavioral Sciences

(Spring: 3)

Required for all Doctoral Students

This course assumes knowledge of basic statistical concepts used in social research including centrality and dispersion, correlation and association, probability and hypothesis testing, as well as experience of using common statistical package such as SPSS, SAS or STATA. The course will focus on regression-based methods for analyzing quantitative social and behavioral science data using STATA. The topics include multiple regression analysis, major regression diagnostics, and logistic regression analysis for categorical dependent variables.

The Department

SCWK9961 Introduction to Structural Equation Modeling

(Summer: 3)

Prerequisite: SCWK9960 Regression Analysis for Social and Behavioral Sciences

Required for all Doctoral Students

This course assumes knowledge of multiple regression analysis. The course will use Lisrel-8 and cover matrix algebra, exploratory factor

analysis (EFA), path analysis, confirmatory factor analysis (CFA), general structural equation modeling (latent and measurement models combined), and multiple sample analysis.

The Department

SCWK9962 Multilevel and Longitudinal Data Analysis (Spring: 3)

Prerequisite: SCWK9960 Statistical Analysis for Social Work Research or equivalent

Offered Biennially

Effective for Doctoral Students

The course assumes knowledge of multiple regression analysis. An advanced statistics course that will cover two related topics: Multilevel data analysis using HLM 6 and panel data analysis using STATA. The first topic will cover two-level models for continuous and dichotomous outcomes, three-level models, and growth curve models. The second topic will cover fixed and random effects models, GEE models, and mixed models.

The Department

SCWK9964 Introduction to Statistics and Data Analysis (Fall: 3)

Prerequisite: Permission of Social Work required

This course introduces basic statistics and practical applications of data analysis in social work research and evaluation. The course aims to teach students pragmatic tools for assessing basic statistical analyses. Students will learn: (1) descriptive statistics including measures of central tendency and variability; (2) hypothesis testing using chi-square, t-tests, one way ANOVA, correlation, and simple regression; (3) presenting and interpreting statistical results; and (4) using SPSS statistical package for data analysis. Other topics will be covered are data acquisition/management, data cleaning, data transformation, and introduction to SAS and Stata statistical packages. Upon completion of this course, students should be able to think critically about data and apply standard statistical to describe the data and to draw conclusions from such analyses.

The Department

SCWK9971 Doctoral Group Independent Study

(Spring/Fall/Summer: 3)

Prerequisite: Permission of Social Work required

This elective offers students the opportunity for an in-depth examination of a substantive topic that is not comprehensively addressed by other required or elective doctoral courses. The topic is considered from either a theoretical, policy and/or research perspective. The topic area should have direct and substantial relevance to social work research, social work education, evidence-based practice, and/or social policy analysis. A course syllabus should be submitted to the Doctoral Program Director prior to registration.

The Department

SCWK9973 Theories and Research in Behavioral Sciences (Fall: 3)

Effective for all Doctoral Students

The purpose of this course is to help each students develop her/his critical thinking skills for analyzing and developing theories regarding human development and behavior change processes in their chosen area of the social sciences. Theoretical formulations concerning interacting biological, psychological and social/environmental risk and resiliency factors are the foundation upon which psychosocial theories, assessment and problem analysis are based. The goal of this course is to provide students with the skills to critically analyze and develop a theoretical model in a subject area of their choosing, and to that end, provide a foundation for conducting advanced doctoral level research.

The Department

SOCIAL WORK

SCWK9980 History and Philosophy of Social Welfare in U.S.

(Fall: 3)

Required of Doctoral Social Work students. Elective for Doctoral Social Welfare students.

This course surveys the history of social welfare institutions and social work practice in the United States. It reviews efforts to conceptualize the field of social welfare and to analyze its tendencies. The course examines applicable social and behavioral theories and pertinent research of the different components of the social welfare system. Social welfare policies and organizational forms are examined within context of economic, political, social, philosophical, and scientific climate of the period.

The Department

SCWK9990 Doctoral Independent Study (Fall/Spring: 1)

Elective for doctoral students

Individualized study for a student or small groups of students in an area that is not fully covered in existing courses. Specific guidelines available from the Doctoral Program chairperson.

The Department

SCWK9991 Doctoral Teaching Practicum (Fall/Spring: 1)

Prerequisite: SCWK9992

Elective for doctoral students

Experience in the teaching of practice theory and skills, such as classroom instruction, consultation, supervision, or staff development, with a faculty mentor from the Boston College School of Social Work who will assist the student with skill development in teaching and with the understanding of theory related to teaching. Specific guidelines available from the Doctoral Program chairperson.

The Department

SCWK9992 Theories and Methods of Teaching in Professional Education (Spring: 3)

Required for all Doctoral Students

Effective teaching in social work education requires an understanding of the components of curriculum building and professional practice skills required by the Council on Social Work Education. Based on a strong theoretical base in the principles of adult learning, this course is designed to introduce the student to the theory and methods of professional social work education with a concentrated focus on course design and classroom execution. A broad range of specific teaching techniques are presented along with the means by which to evaluate student performance and learning.

The Department

SCWK9993 Doctoral Research Internship (Fall/Spring/Summer: 1)

Prerequisite: SCWK9951

Elective for doctoral students.

Supervised study and training through participation in on-going research project or one initiated by students and carried out under faculty supervision, enabling students to apply research skills developed in prior courses.

The Department

SCWK9994 Integrative Dissertation Seminar (Fall/Spring: 1)

Required for all Doctoral Students

The purpose of this seminar is to further develop research skills by integrating issues of research design with measurement, data analysis,

and report writing, with the goal of preparing students for their own dissertation research by directly addressing issues related to the development of a dissertation prospectus.

The Department

SCWK9995 Dissertation Direction I (Fall/Spring: 3)

Prerequisite: SCWK9994

Required for all doctoral students.

First of two tutorials in the six-credit dissertation phase of the program. Specific guidelines available from the Doctoral Program chairperson.

The Department

SCWK9996 Dissertation Direction II (Fall/Spring: 3)

Prerequisite: SCWK9995

Required of all doctoral students.

Second of two tutorials in the six-credit directed dissertation phase of the program. Specific guidelines available from the Doctoral Program chairperson.

The Department

Woods College of Advancing Studies

The James A. Woods, S.J., College of Advancing Studies (WCAS) offers both full and part-time study to undergraduate and graduate students who want to make a difference with their degree. The WCAS actively engages students in maximizing previous work and academic experiences. Our faculty and advisors help direct previous learning toward degree completion and career advancement.

As one of the eight schools that make up Boston College, the WCAS fosters in its students rigorous intellectual development coupled with religious, ethical, and personal formation in order to prepare them for citizenship, service, and leadership in a global society. Within the context of the Boston College environment, the WCAS promotes the care and attention to the human person that is the hallmark of Jesuit Catholic education. In addition, our faculty and students engage in significant applied scholarship that enriches the culture and addresses important societal needs.

CURA PERSONALIS

The James A. Woods, S.J., College of Advancing Studies offers the atmosphere of a small college within the environment of a large university. The professional advising staff are ever ready to help students determine a realistic course schedule. They take into account work, family, and other commitments that many of our students face so that they can successfully achieve their educational and life goals. Students receive personal attention while enjoying access to the many resources of Boston College.

GRADUATE PROGRAMS

Online Master of Health Administration

Program Description

The Master of Health Administration (MHA) offers an online, competency-based curriculum to students with previous experience in health care. The MHA program is designed to support the career goals of health care managers and supervisors. The program curriculum includes twelve required courses—eleven of which can be completed entirely online. One of your courses is offered online, with an on-site component at Boston College's main campus over a long weekend. This short course allows students to collaborate in person with faculty, peers and leading health care innovators. The MHA program utilizes an online competency-based education (CBE) format that helps assure that students will develop the necessary skills demanded by health care employers. Each course includes a weekly, live online session (typically on a weeknight, two hours maximum in length) where students engage with faculty and peers.

The MHA courses are offered in an accelerated format, with eight-week terms (six-week during summer terms). Most students choose to take one course every eight weeks and complete the program in two years. Some students with more available time may take two courses every eight weeks in order to progress even faster. An Executive Coach is assigned to each student to serve as a resource, provide support and guidance, offer career and network resources, and help with any obstacles and challenges students may encounter.

Applications are accepted on a rolling basis for admission. The MHA program has six starting points each year. All undergraduate majors are welcome, but the program requires a minimum of two years of previous experience in a health care management or supervisory position.

Admission Requirements

Online Application

- Bachelor's degree from an accredited college/university (minimum 3.0 GPA)
- Official Transcript
- GRE (reporting code 7534) or GMAT (reporting code 44X-HX-74)—Not required, but recommended for students with lower undergraduate GPA
- TOEFL (reporting code 3276) or IELTS scores (if applicable) from within the past two years
- Personal statement
- Two letters of recommendation
- Resume
- At least two years of previous experience in a health care management or supervisory role.

Degree Requirements

Twelve courses are required to complete the Master of Health Administration. There are no electives.

Required Courses

- Introduction to Health Care Systems and Organizations
- Health Policy
- Health Care Quality Management
- Health Care Innovation-Based Strategy: Managing Change
- Management Theory and Organizational Behavior
- Leadership in Health Care
- Health Care Human Resources Management
- Health Care Information Technology
- Health Care Law and Ethics
- Health Analytics for Decision Making and Critiquing and Assessing Evidence
- Health Care Finance
- Health Care Strategic Planning and Marketing
- Tuition for WCAS MHA is \$1100 per credit or \$4400 for a 4-credit course.

Master of Science in Applied Economics

Program Description

The Master of Science in Applied Economics offers a practical and comprehensive curriculum to students interested in acquiring skills related to the analysis and interpretation of data across a variety of fields. Graduates will be equipped to understand the context of data they are analyzing, analyze the data, interpret and present results to decision makers, and make recommendations bolstered by the results of the data analysis. The program provides individuals with extensive training in the tools and methods necessary for understanding complex policy issues, industry trends, and analytic strategies within specialized fields of economics including health care, finance, marketing, and environmental policy. These skills are developed within a curricular framework that emphasizes reflective, people-centered, ethical decision making that reflects the Jesuit, Ignatian tradition. The program is intended for individuals seeking to begin or advance careers in industry, policy and government, or the financial sector.

The Master of Science in Applied Economics is a ten-course degree program. The program can be completed in a 16-month period, but is designed to be flexible in meeting the needs of our students. As a working professional, you may wish to attend full- or part-time.

Applications are accepted on a rolling basis for admission in the fall or spring semesters. All undergraduate majors are welcome. Financial aid and career assistance are available.

Admission Requirements

- Bachelor's degree from an accredited college/university (minimum GPA 3.0)
- GRE or GMAT
- Personal Statement
- Two letters of recommendation
- Resume
- Application Fee (\$45)
- Brief interview (in person or via video interface)
- Prerequisite courses: Principles of Microeconomics, Principles of Macroeconomics, Statistics, Calculus I and II.*

*Calculus II may be taken concurrently during your first semester of study. This requirement can also be fulfilled by taking ADEC3510 Mathematics for Economists (NOTE: This course does not count toward the degree).

International Students

In addition to the general requirements listed above, international students should provide the following:

- TOEFL or IELTS scores from within past two years, unless they have completed their undergraduate degree at a regionally-accredited U.S. institution, or a foreign institution in which English is the medium of instruction.
- Detailed course-by-course transcript evaluation indicating conferral of an undergraduate degree that is equivalent to a U.S. bachelor's degree from an accredited institution.

Degree Requirements

Ten courses are required to complete the Master of Science in Applied Economics.

Core Requirements

- Applied Microeconomic Theory
- Applied Macroeconomic Theory
- Econometrics
- Data Analysis
- Ethics, Economics and Public Policy

Electives

- Big Data Tools for Economists
- Financial Economics
- Economics of Banking and Insurance
- Applied Stress Testing for Economists
- Forecasting
- Empirical Health Economics
- Health Care Economics
- Economics of Development
- Private Sector Development
- Directed Practicum

Scheduling and Cost

Graduate courses are scheduled ordinarily from 6:30–9:00 p.m. on week nights and 9 a.m.–noon on Saturdays. Courses meet face-to-face with some offered as hybrids. Tuition in the Applied Economics program is \$3,246 per course plus the registration fee of \$45.

Course Offerings

- ADEC7200 Applied Macroeconomic Theory
- ADEC7201 Applied Microeconomic Theory
- ADEC7310 Data Analysis
- ADEC7320 Econometrics
- ADEC7500 Ethics, Economics, and Public Policy
- ADEC7370 Applied Stress Testing for Economists
- ADEC7380 Empirical Health Economics
- ADEC7430 Big Data Tools for Economists
- ADEC7450 Private Sector Development and Economic Growth

Master of Science in Cybersecurity Policy and

Governance

Program Description

The Master of Science in Cybersecurity Policy and Governance provides students with the skills necessary to manage the critical and emerging cybersecurity issues faced by private industry and government. Taught by industry leaders and practitioners, students will learn applied and hands-on ways to identify, assess, and manage cyber risk, and to develop and implement a proactive, comprehensive cybersecurity strategy to effectively defend, mitigate, and recover from a cyber attack. The program prepares practitioners to lead and design a business case for investment to senior executives, Boards of Directors, and government officials, and to bridge the communication gap between IT security professionals and key business stakeholders.

Students also will learn to cultivate strategies based on ethical principles informed by company policies and government regulations to protect against and respond to cyber threats. The program emphasizes leadership, critical thinking, analytic problem solving, and strong communication skills preparing practitioners to meet and respond to the varying issues presented by the rapidly changing cyber ecosystem.

The Master of Science in Cybersecurity Policy and Governance is a ten-course degree program that can be completed in a 16-month period, but is designed to be flexible in meeting the needs of our students. The program is intended for business and government professionals, managers, and practitioners, IT professionals, and individuals seeking skills in cybersecurity strategy, leadership, management, and policy to begin or advance careers in private industry or government. As a working professional, you may wish to attend full- or part-time. Applications are accepted on a rolling basis for admission in the fall or spring semesters. Financial aid and career assistance are available.

Admission Requirements:

- Online application form
- Application fee (\$45 check or money order payable to Boston College—do not send cash)
- Bachelor's degree from accredited college with GPA of 3.0 or higher
- Official transcripts
- GRE (reporting code 7534) or GMAT (reporting code 44X-HX-15) scores*
- Personal Statement
- Two letters of recommendation
- Resume
- Brief interview (in person or via video interface)
- 3–5 years of professional experience in the information technology industry or experience involving current cybersecurity issues

- Those with less than 3 years of professional experience must have completed recent coursework in computer science or computer engineering, or coursework in an approved information technology course, with a grade of B or higher.**

*Waiver of GRE/GMAT may be granted based upon relevant professional work experience and GPA from accredited college.

**Students who do not meet this requirement may be considered for admission with the following condition: the completion of an approved computer science or computer engineering course at the Woods College with a grade of B or higher.

Program Requirements

Ten courses are required to complete the Master of Science in Cybersecurity Policy and Governance. See Admission Requirements for prerequisites, if applicable.

Core Requirements (6 Courses)

ADCY6000 Cyber Ecosystem and Cybersecurity: This course provides an overview of Cyberspace, defines the scope of Cybersecurity, and addresses information classification and system compartmentalization. The course includes an appreciation of information confidentiality, integrity, and availability, and covers Cybersecurity architecture, strategy, services, hardware, software, and cloud services. The course also examines national security issues, critical infrastructure, and the potential for cybercrime and cyber terrorism, as well as the need for corporations to align their security with business needs and consider the threat from malicious employees, contractors, and/or vendors.

ADCY6050 Cybersecurity Policy: Privacy and Legal Requirements: This course provides a comprehensive examination of the laws, regulations, and Executive Orders concerning privacy, including PCI, HIPAA, GLBA and their overseas counterparts, and the roles of Federal, State and local law enforcement. The course also examines national security issues governed by various Federal agencies (e.g., SEC, FTC, FCC, FERC), including suspicious activity reporting (SAR) requirements under the Patriot Act. Additionally, the course addresses intellectual property protection (e.g., SOX, FISMA, NIST), security classifications, data location requirements, audits, compliance assessments, and individual, class-action, and shareholder derivative litigation and liability.

ADCY6300 Network and Infrastructure Security: This course provides an understanding of the threats and vulnerabilities in Cybersecurity and an introduction to the concepts of layering defense and providing for defense-in-depth. Specific topics include operating system security, component lifecycle management, database security, server security, application security, mobile devices, BYOD, and end-point security. The course covers the roles of physical security, system hardening, firewalls, encryption, anti-virus, and malware defense. The course also introduces identity and access management, role-based access control (RBAC), intrusion detection, penetration testing, and incident response.

ADCY6350 Incident Response and Management: This course provides an understanding of the design and development of a Cybersecurity strategy which aligns with private industry and government needs, including incident documentation/analysis, response planning, and the role of a critical event response team (CERT) in determining recovery, managing liability and communications, coordinating with law enforcement, and protecting corporate reputation. The course also examines leadership and the adoption and implementation of a proactive stance through monitoring and responding to internal and external intelligence, including monitoring network traffic, activity

logs (SIEM) for data breaches, denial of service (DoS), and integrity events, and outlines the roles of information security operations centers (ISOCs) and network operations centers (NOCs).

ADCY6500 Organizational Effectiveness: Governance, Risk Management, and Compliance: This course considers the roles of the Board of Directors, the Audit Committee, the Risk Committee, and the Chief Information Security Officer (CISO) within the governance and overall organizational structures. Topics include enterprise risk management (ERM), policy development under ISO 27001 and the NIST Cybersecurity Framework, derivation of operating procedures, leadership, and the business engagement model. The course specifically addresses threat assessment, mitigation strategies, residual vulnerability, incident response, awareness programs, employee training and awareness, drilling, and tabletop exercises. The course will also identify risk, due diligence and mitigation strategies in mergers and acquisitions settings. Additionally, the course covers compliance monitoring, business continuity planning, risk transfer through the purchase of cyber insurance for both data breach and infrastructure losses, and concepts of resiliency.

Ethical Issues in Cybersecurity and the Ignatian Paradigm: This course provides real life complex, ethical situations for students to evaluate, as both decision-maker and advisor, by addressing the various issues confronted by senior government and corporate professionals, nation states, and other parties of significance, involving the receipt and protection of critical and sensitive data. Specific topics include standard professional ethical frameworks of beneficence and non-maleficence; rights and justice; and issues related to privacy, intellectual property, and corporate espionage and fraud, while contrasting same with freedom of information and intellectual creativity. The course compares and contrasts global governments' and cultures' differing approaches to ethics, and enhances, from a framework of dialogue, discernment of action, and deliberation, the ability of students to make reasoned and responsible business decisions in a global economy. The course also examines aspirational versus mandatory ethical standards (i.e., the right thing to do versus what is legal or compliant), through additional frameworks of reference, including review, reflection, and refinement of decisions.

Sample Electives (4 Courses)

International Cybersecurity: This course provides an in-depth global perspective of international networking and communication, including foreign government and industrial espionage, global economies, international privacy and liability laws, sovereign threats, non-U.S. government agencies, international security standards, cybercrime, cyber terrorism, cyber warfare, and import/export requirements. The course also examines the requirements for data location, international policing, and the role of Global Security Operating Centers (GSOCs) in monitoring and responding to international security events.

Investigations and Forensics: This course covers forensic investigation, case prioritization, and case management, and addresses procedural documentation, standards of evidence, reporting, and disclosure requirements. The digital forensic portion of the course provides an understanding as to disk imaging, file recovery, trace-back techniques, network analytics, evaluation of metadata, malware, and anti-forensics. Additionally, the course covers the out-sourcing of the investigative function, or part thereof, to third parties, and provides specific case studies, including a practical laboratory project.

Establishing the Business Case and Resource Allocation: This course provides guidance and the necessary skills to lead, design, and frame a business case for investment. The course outlines cost-benefit

analysis and return-on-investment (ROI) by utilizing incident analysis, threat, and residual vulnerability analyses to determine and quantify the underlying business parameters. The course also addresses supporting techniques, including benchmarking and normalization, to enable data-based decision making. Additionally, the course covers executive dashboard design, security metrics, key performance indicators (KPIs), graphs, illustrative techniques, business reach-out, and leadership engagement.

Security in the Cloud: This course provides an understanding of basic cloud deployment models, including private, public, hybrid, and community, and the various service platforms (e.g., SaaS, PaaS, IaaS). The course addresses governance control and responsibility for cloud security together with cloud security components, and covers service provider security and its evaluation, security standards (e.g., SSAE-16, CSA-CCM, Shared Assessments, NIST, CIS), procurement, and service level agreements (SLAs). Security topics include traffic hijacking, data isolation/storage segregation, identity management, virtualization security, continuity, data recovery, logging, notification, and auditing.

Establishing the Business Case and Resource Allocation: This course provides guidance and the necessary skills to lead, design, and frame a business case for investment. The course outlines cost-benefit analysis and return-on-investment (ROI) by utilizing incident analysis, threat, and residual vulnerability analyses to determine and quantify the underlying business parameters. The course also addresses supporting techniques, including benchmarking and normalization, to enable data-based decision making. Additionally, the course covers executive dashboard design, security metrics, key performance indicators (KPIs), graphs, illustrative techniques, business reach-out, and leadership engagement.

ADCY6650 Role of Intelligence: Enabling Proactive Security: This course addresses internal and external intelligence sources, including intrusion detection, log analysis, data mining, M&A due diligence, HUMINT, and the role of an Information Security Operations Center (ISOC). From an external perspective, the course covers information gathering, intelligence feeds/sources, and fusion centers as well as the automation, filtering, validation, analysis, and dissemination of intelligence. The course also provides an understanding as to technical countermeasures (e.g., sandboxes, honeypots), and addresses the roles of DHS, FBI, NSA, and DOD.

Applied Research Project: The applied research project entails an approved applied project, and is completed in conjunction with a current job, externship, or portfolio.

Scheduling and Cost

Graduate courses are scheduled ordinarily from 6:30–9:00 p.m. Tuition in the Cybersecurity Policy and Governance program is \$3,246 per course after the registration fee; the registration fee is \$45. This fee may be waived for veterans.

Master of Science in Leadership and Administration

This program is designed to help you acquire high level management skills and competencies necessary for effective leadership. With a foundation in applied research and data analysis, finance, project management, and Ignatian-based, applied ethics, you will graduate from this program a grounded and confident leader. With four specializations to choose from, this degree is designed to equip you with the skills and knowledge to lead in a variety of professions.

The following courses make up the core of the M.S. in Leadership and Administration Program: the first two courses to be taken are normally Research Methods and Data Analysis (ADGR7703) and

Project Management (ADGR7708). These two courses are followed by Accounting and Financial Analysis (ADGR7704), Evolution of Successful Marketing Strategies in the Digital Era (ADGR7777), and Leadership and Decision Making: Ignatian-Based Applied Ethics (ADGR7785). In addition, a final capstone course is required. Students then select one of the following four degree specializations by petitioning the Associate Director: Corporate Communications and Marketing; Executive Leadership and Organizational Development; Human Resources Management; or Project Management. Each specialization may also be obtained as a stand-alone certificate. Specific courses are listed below.

Courses are normally scheduled between 4:30 and 9:45 p.m. during the fall, spring and summer semesters, along with select weekend offerings.

Graduate Admission Standards

The M.S. in Leadership and Administration program is open to graduates of regionally accredited liberal arts colleges regardless of undergraduate major. A minimum B average in an undergraduate major is ordinarily required for admission. If a student is admitted with a GPA below 3.0, he or she must take Research Methods and Data Analysis (ADGR7703) and Project Management (ADGR7708) and earn a B or better to remain in the program. These two courses must be completed in the first semester of study.

NB: Only the course numbered ADGR7703 is acceptable for the Research Methods and Data Analysis requirement. If you have any questions please check with an advisor before registering.

Documentation of proficiency in the areas of computer applications and statistics is also required for acceptance. Evidence of proficiency must be provided in one of two ways:

1. Documentation of proficiency
 - a. Passing with a C- or better previous coursework in these areas (e.g., statistics or computer based course) OR
 - b. Professional experience that is detailed and documented in a letter of recommendation from the student's workplace (from within the last five years of employment)
2. A personal essay and two letters of recommendation must also be submitted.
3. The Graduate Record Exam (GRE) is optional (as are the GMAT or MAT). However, these optional test scores can serve to strengthen an application for admission.
4. TOEFL (reporting code 3276) or IELTS scores (if applicable) from within the past two years.
5. An Interview (in person or via Skype) may be requested.

Course Offerings

Required

- ADGR7703 Research Methods and Data Analysis
 - ADGR7704 Accounting and Financial Analysis
 - ADGR7708 Project Management
 - ADGR7777 Evolution of Successful Marketing Strategies in the Digital Era
 - ADGR7785 Leadership and Decision Making: Ignatian-based Applied Ethics
 - ADGR9902 Applied Research Project
- Students choose from one of four specialized tracks below.

Corporate Communications and Marketing Specialization

- ADGR8028 Public Relations
- ADGR8041 Persuasive Communication

- ADGR8120 Marketing Analytics
 - ADGR8806 Communication in a Global Work Environment
- Executive Leadership and Organizational Development Specialization**

- ADGR8010 Leader as Change Agent
- ADGR8015 Business Strategy
- ADGR8044 Leadership: Theory and Practice in Organizations
- ADGR8046 Organization Theory and Design

Human Resources Management Specialization

- ADGR8030 Talent Management
- ADGR8053 Employment and Labor Law
- ADGR8055 Human Resource Development
- ADGR8090 Workforce Planning

Project Management Specialization

- ADGR TBA Applied Techniques, Software and Reporting
- ADGR TBA Risk Management, Quality Management
- ADGR TBA Stakeholder Management and Procurement
- ADGR TBA Agile Methodologies

Scheduling and Cost

Graduate courses are scheduled ordinarily from 4:30–9:00 p.m. Tuition for the Leadership and Administration program is \$2,412 per course after the registration fee; the registration fee is \$45. This fee may be waived for veterans.

Master of Science in Sports Administration

The Master of Science in Sports Administration (MSSA) at Boston College addresses the challenges and opportunities of an industry in rapid growth. Designed to propose new thinking and broaden leadership competencies for those in sports management as well as administrators and coaches, this degree focuses on balancing the needs of the many stakeholders within an athletic system. The Sports Administration master's degree program focuses on development and cultivation of the individual, team and organization through the establishment of an intentional culture of trust and commitment which adhere to the broader core values of the institution.

Students will learn how to guide team members into alignment and learn how to embrace and overcome setbacks through a positive focus on teamwork and collaboration. Using the Jesuit principles as the foundation for leadership and decision-making, graduates will learn how to authentically lead and bring out the best in others by espousing core values as guiding principles

Graduate Admission Standards

- Online application form
- Application fee \$45 (to be paid as part of the online application)
- Bachelor's degree from accredited college with GPA of 3.0 or higher*
- Transcripts from each college or university in which you were enrolled (see transcript requirements for international students).
- GRE (reporting code 7534) or GMAT (reporting code 44X-HX-15) scores**
- Personal Statement
- Two letters of recommendation. (Letters must be sent directly from recommender either through online application portal or directly to Woods College. We will not accept letters that are not in a sealed envelope mailed directly from recommender or emailed directly from recommender).
- Resume
- Brief interview (in person or via Skype)

* Applicants with GPA lower than 3.0 will be reviewed on a case by case basis

**Waiver may be granted based upon relevant professional work experience and GPA from accredited college.

Course Offerings

- Introduction to Sports Administration
- Sports Law and Compliance
- Sports Communication and Marketing
- Sports Finance
- Sports Leadership and Ignatian-Based Ethics
- Sports Management for College and Professional Athletics
- Sports Analytics
- Coaching for Performance and Student-Athlete Development
- History of Sports
- Applied Research Project or Internship

Scheduling and Cost

Graduate courses are scheduled ordinarily from 4:30–9:00 p.m. Tuition for the Sports Administration program is \$2,412 per course after the registration fee; the registration fee is \$45. This fee may be waived for veterans.

CONTACT INFORMATION AND OFFICE LOCATION

Course catalog and program information can be found at www.bc.edu/advancingstudies.

Office of the Dean

The James A. Woods, S.J., College of Advancing Studies
St. Mary's Hall South, Ground Floor

Administrative Studies

Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed at www.bc.edu/courses.

ADGR7701 Strategic Communication (Fall: 3)

Success at every level in today's competitive environment requires strong and sophisticated communication skills. The course offers the knowledge and expertise to effectively tailor your writing style to your message; produce effective business reports, proposals, letters, and memorandums; create and deliver professional presentations; and contribute successfully to team meetings and team writing projects through interactive applications of communication technology.

The Department

ADGR7703 Research Methods and Data Analysis (Fall: 3)

Note: This course is required for all students who entered the M.S. in Administrative Studies Program after June 1, 2014. Please see an academic advisor to ensure appropriate placement in courses.

This course introduces students to basic social science research methods. The primary objective is for students to learn to read and evaluate research as well as create contributions to their chosen profession or field of research. By the end of the course, students will be more knowledgeable of basic research design and statistical methods. Additionally, students will better understand how to use research findings to improve and enhance their professional roles.

The Department

ADGR7706 Communication in a Global Work Environment

(Fall: 3)

A hybrid course combining required classroom attendance on certain weeks, and virtual attendance on other weeks; those other weeks will require monitoring and posting to the virtual classroom on Canvas 2–3 days each of those on-line weeks to submit work and engage in on-line discussion.

Successful organizational leaders recognize the enormous potential of globalization, and the absolute need to interact competently with complex multicultural work environments. Students learn to better understand the subtle cultural dynamics and nuances that build and maintain relationships at work and at home as well as in corporate negotiation. Topics include addressing the tension between “culture” as something fixed, and the push for change, the dynamics of men and women working in partnership, leaders as influencers of a collaborative culture. Media influences, nonverbal cues, and the formation of world-views are examined. Explores values, stereotyping, and cultural biases through readings, presentations, and films.

*The Department***ADGR7708 Project Management (Fall: 3)**

This course introduces students to the basic tenets and components involved in project management. The primary objective is to provide frameworks that make it possible to track and measure project performance, overcome challenges, and adapt to changes in a variety of professional environments. Specific topics covered in the course include project scope, time, cost, quality, human resources, communications, risk and stakeholder management and a variety of other operational issues that emerge during project planning initiation, monitoring, and execution.

*The Department***ADGR7716 Leading and Managing Transitions in Sports (Fall: 3)**

Transitions are a fact of life in all fields—and clearly in sports. College athletes become professional athletes, coaches. Professional athletes retire. Athletes become executives in sports management and executives in other fields that benefit from their goal orientation and ability with teams. Even if roles remain constant, technology is always evolving, changing leadership responsibilities and skills. Understanding change and effective strategies are essential to sport leadership. The course examines transition theories; motivations and values that drive our transitions; rituals and strategies for building anchors during uncertain times; identifying and managing conflict during times of change; theories of grief and hope that affect them; habits that hinder and foster transitions; and proven qualities that help us master transitions—resilience, grit, faith, emotional intelligence, support, and courage.

*The Department***ADGR7728 Public Relations (Fall: 4)**

Cross listed with ADCO5002

Public Relations is a vital and versatile communication tool. This course explores the techniques and media used to influence special publics, including the news media. It reviews the principles and practices of on-line communications, how electronic media differ from traditional media, reaching new audiences, advantages and limitations. Students study examples of public relations campaigns and design their own. Focuses on non-profit public relations, corporate problems, and the relationship between management strategies and promotional objectives.

*Donald Fishman***ADGR7732 Developing High Performance Leaders (Spring: 3)**

High performance is an art and science, a goal in all fields—sports, business, education, and medicine. Elements of high performance, the focus of this course, are similar across fields. Recognizing the increasing number of adults participating in athletics while striving for professional goals, this course examines how to achieve high performance while realizing balance and happiness in life. Readings cover the physiology of exercise, aging, and performance; memory and time management; theories of goal setting, excellence, success, nature versus nurture, habit, and motivation; and perspectives from adult developmental and positive psychology. In a goal-setting project, students will experiment with the benefits, challenges, and risks of aiming high as well as its effects on self-confidence and time management, and the ability to focus, handle stress, set limits, and perform in other areas of life.

*The Department***ADGR7741 Persuasive Communication (Spring: 3)**

Cross listed with ADCO5041

In our culture, image is about conveying success. It is what makes us want to buy a brand or vote for a candidate. The course explores the powerful role of imaging, the use of trademarks as a vehicle to convey a corporate image, and how a “marketable personality” (for a product, service, organization or individual) is defined, developed and communicated. Examines strategies for balancing the emotional and rational factors of a message, finding a position with soul, and using research to full advantage in relation to image failure and crisis management. A look at how imaging is affected by the exploding world of media and how it influences the corporate bottom line. Video and audio presentations and case studies provide stimulating examples. Students will better understand the imaging process and develop the know-how to evaluate and use it.

*The Department***ADGR7744 Leadership: Theory and Practice (Fall: 3)**

Cross listed with ADBM5005

The course will require monitoring and posting to the virtual classroom on Canvas 2–3 days each week to submit work and engage in on-line discussion. Student must have access to computer with web-cam.

Have you ever asked: what makes a great leader? If so, you join countless researchers and practitioners who have been trying to answer this for decades. Are leaders born? Are they bred? What distinguishes them? The course examines a number of theories, and provides a bedrock of leadership practice that can be readily transferred to many different organizations. Focus is on practical applications including an introduction to different leadership theories, case analysis, and hands-on experience with leadership instruments for both the individual and organizations.

*The Department***ADGR7746 Organization Theory and Design (Fall: 3)**

A hybrid course utilizing required classroom attendance on specific dates. The other weeks will require monitoring and posting to the virtual classroom on Canvas 2–3 days each of those on-line weeks to submit work and engage in on-line discussion.

Designed to identify and explore current strategies and measures that enhance organization productivity within a healthy workplace environment. The course examines the current literature that focuses on workplace productivity in the public, private and non-profit sectors. A look at the changing roles of the game, the melding of the physical and virtual worlds; the evolution from a more vertical hierarchical design into more collaborative, interactive, and horizontal structures, joining

with global endeavors. The course is sensitive to cultural dynamics, new patterns of participation and behavior, examines personal, interpersonal, and group behavior and suggests practical approaches to better respond.

The Department

ADGR7753 Employment Law (Spring; 3)

This introduction to the rapidly evolving law of the workplace focuses on how the law works in practice today providing important information for employees and managers. Looks at traditional common law such as "Employment At Will" and areas of employment law topics including hiring, promotion and termination, workplace security, privacy and safety, compensation and benefits, immigration, and labor-management relations. The course also covers the various laws prohibiting discrimination in the workplace, with a focus on federal statutes and regulations as well as the emerging legal issues around Social Media in the workplace.

The Department

ADGR7754 Business of Sports (Fall; 3)

From team sports, there is much to learn about team play, leadership, management, and motivation that can be applied to many careers. Events happen so quickly on the playing field that players don't have time to process lessons which can be so valuable for success elsewhere. Including a study of the explorer Ernest Shackleton, this course explores theories of leadership, followership, motivation, effective communication, and goal achievement as well as types of followership. Topics covered include selecting, building, and motivating a team; identifying team leadership qualities and delegating power; and developing strong leadership skills. Team leadership skills include instilling organizational values; setting a positive tone with humor and goal setting; resolving conflict; introducing new initiatives; managing setbacks and failure; refocusing perspective; and effective strategies for improvement and feedback on performance.

Cathy Utzschneider

ADGR7755 Human Resource Development (Summer; 3)

This course focuses on employees and how to get the highest level of performance out of employees. What motivates your employees? What makes them want to stay? How do you prevent attrition? This course will start with an introduction to organizational design and relevant organizational development theories. It will then move to talent acquisition and employee training, where use of analytics and metrics will be introduced. Next, students will learn performance management methods and appraisal, including use of instruments and rating scales. The course will then move to career development and leadership development including assessing talent, developing career paths, and succession planning. The course will conclude by helping students understand the differences between coaching and mentoring, and how to effectively manage organizational talent.

The Department

ADGR7777 Evolution of Marketing Strategies in the Digital Era (Fall; 3)

A practical overview of the role and potential of marketing. Developing a market strategy to reach new and evolving markets depends on understanding emerging communication activities and styles, the accurate identification of needs, and expertise in generating and converting inquiries. Elements of a marketing strategy, including pricing, promotion, product decisions, and distribution are included.

Creative development of the marketing mix utilizing traditional and interactive components. Strategy formulation and control of the marketing function in a digital world are emphasized.

The Department

ADGR7785 Leadership and Decision Making: Ignatian-Based Applied Ethics (Fall; 3)

What role can ethics and morals play in influencing leaders? Too often, decisions are made based solely on numbers or shareholder value, and without reflection. Any collateral damage is then justified as being just the "cost of doing business." We have an obligation to each other and to ourselves to personally engage and make decisions in a moral context. Using Ignatian discernment and values as a guide, this course will explore strategies and options for integrating values into leadership decision-making. Applying those strategies to real world case studies, we will develop tools to help navigate those situations where there is pressure to compromise values or disengage from our moral compass.

The Department

ADGR8006 Communication in a Global Context (Fall; 3)

A hybrid course combining required classroom attendance on certain weeks, and virtual attendance on other weeks; those other weeks will require monitoring and posting to the virtual classroom on Canvas 2-3 days each of those on-line weeks to submit work and engage in on-line discussion.

Successful organizational leaders recognize the enormous potential of globalization, and the absolute need to interact competently with complex multicultural work environments. Students learn to better understand the subtle cultural dynamics and nuances that build and maintain relationships at work and at home as well as in corporate negotiation. Topics include addressing the tension between "culture" as something fixed, and the push for change, the dynamics of men and women working in partnership, leaders as influencers of a collaborative culture. Media influences, nonverbal cues, and the formation of world-views are examined. Explores values, stereotyping and cultural biases through readings, presentations, and films.

The Department

ADGR8010 Leader as Change Agent (Spring; 3)

Meets online on Thursdays.

A leader's job is to drive change to respond to a changing environment. The ability to navigate and execute responsive, expeditious organizational change is a crucial component for contemporary leaders, yet over 70% of planned change campaigns fail. This course is a study of successful change processes, and the leader's role in creating a culture conducive to change; establishing vision, buy-in and purpose among the influencers; and implementing sustainable, transformative change within an organization. Through the examination and discussion of change theory, case studies, and interviews with change agents, this course considers effective approaches to confronting resistance, as well as leading change both vertically and horizontally. This course includes a leadership style assessment to identify personal strengths and challenges as an influencer and change agent.

The Department

ADGR8015 Business Strategy (Fall/Spring; 3)

The Department

ADVANCING STUDIES

ADGR8020 Pricing and Distribution (Spring: 3)

Cross listed with ADBM5020

This course examines how companies price goods and services, including pricing strategies and tactics, value creation, price structures, the role of competition, profit and costs in pricing, and pricing policy and regulation. We also examine the ways goods and services reach their customers, including distribution strategies, channel players and relationships, and channel effectiveness.

The Department

ADGR8028 Public Relations (Fall: 3)

Public Relations is a vital and versatile communication tool. The course explores the techniques and media used to influence special publics including the news media. Reviews the principles and practices of on-line communication, how electronic media differs from traditional media, reaching new audiences, advantages and limitations. Students study examples of public relations campaigns and design their own. Focuses on non-profit public relations, corporate problems and the relationship between management strategies and promotional objectives.

The Department

ADGR8030 Talent Management (Spring: 3)

Companies often describe the people they employ as their most important asset. The best companies view talent as competitive differentiator and one where the acquisition, engagement, development, and retention of talent is a strategic priority. This course exposes you to methods and practices to acquire, engage, and develop talent, focuses on the development of leaders within an organization, and examines how executive succession is managed. Through readings, cases studies, online and in class discussions student will develop their definition of talent management and perspectives on the most effective practices. The course will culminate with a research project and in class presentation that allows learnings throughout the semester to be shared and reflected with the full cohort group.

The Department

ADGR8032 Developing High Performance Leaders (Spring: 3)

High performance is an art and science, a goal in all fields—sports, business, education, and medicine. Elements of high performance, the focus of this course, are similar across fields. Recognizing the increasing number of adults participating in athletics while striving for professional goals, this course examines how to achieve high performance while realizing balance and happiness in life. Readings cover the physiology of exercise, aging, and performance; memory and time management; theories of goal setting, excellence, success, nature versus nurture, habit, and motivation; and perspectives from adult developmental and positive psychology. In a goal-setting project, students will experiment with the benefits, challenges, and risks of aiming high as well as its effects on self-confidence and time management, and the ability to focus, handle stress, set limits, and perform in other areas of life.

The Department

ADGR8044 Leadership: Theory and Practice (Fall: 3)

Cross listed with ADBM5005

This course will require monitoring and posting to the virtual classroom on Canvas 2–3 days each week to submit work and engage in on-line discussion. Student must have access to computer with web-cam.

Have you ever asked: what makes a great leader? If so, you join countless researchers and practitioners who have been trying to answer this for decades. Are leaders born? Are they bred? What distinguishes them? The course examines a number of theories, and provides a bedrock

of leadership practice that can be readily transferred to many different organizations. Focus is on practical applications including an introduction to different leadership theories, case analysis, and hands-on experience with leadership instruments for both the individual and organizations.

The Department

ADGR8053 Employment and Labor Law (Spring: 3)

Cross listed with ADLA5053

This introduction to the rapidly evolving law of the workplace focuses on how the law works in practice today providing important information for employees and managers. Looks at traditional common law such as "Employment At Will" and areas of employment law topics including hiring, promotion and termination, workplace security, privacy and safety, compensation and benefits, immigration, and labor-management relations. The course also covers the various laws prohibiting discrimination in the workplace, with a focus on federal statutes and regulations as well as the emerging legal issues around Social Media in the workplace.

The Department

ADGR8090 Workforce Planning and Employment (Fall: 3)

Strategic Workforce Planning takes a broad view of the organization to assess the right people and right skill sets are in place to drive strategy and reinforce culture. Key stakeholders are partners in the process to ensure adoption within the organization, and collaboration is necessary to drive alignment of people, process and technology. Workforce planning considers the balance between the current state, the organization's evolution, and the desired future state. Finding that balance requires measuring the system, and evaluating both the internal and external environments. This course will help you think about how to assess organizations, learn to work with the organization's strategy and culture to determine the key factors driving Workforce Planning, how to apply different frameworks, and to create a gap analysis between the current state and the desired state. From this framework, you will look at ways to implement the strategy, and learn to use data to inform your thinking.

The Department

ADGR8120 Marketing Analytics (Summer: 3)

As industries become increasingly competitive, companies rely more and more on marketing to attract buyers and prove the value of their spend from brand awareness to impact on revenues. Doing so in today's digital world requires a clear understanding and management of metrics and analytics. The Internet promises to revolutionize the dynamics of international commerce and permits new types of measurement tools that will expand the data available to marketers, including advertising measurement and customer profiling. This course will provide students with the main tools to lead marketing performance and help them answer key questions such as: How can I lead marketing performance by designing the appropriate metrics? What are the most important marketing metrics and analytics for me to use? How can I measure my various marketing programs' impact on revenue and profit? How can I best communicate marketing results with my executive team and board?

The Department

ADGR9902 Applied Research Project (Fall/Spring/Summer: 3)

Prerequisite: Must have successfully completed ADGR7703

The course is taken in final semester only.

The Applied Research Project for Leadership and Administration is designed to give students the opportunity to apply the knowledge they have acquired throughout their graduate program to real-world situations. The culmination of such knowledge will be directed at a final

presentation and major paper. Also, the learning objectives of their particular M.S. specialization will be encapsulated through their in-depth, individualized research. An applied research project is meant to be a cumulative experience. As such this course provides opportunities for students to integrate knowledge from their core and concentration courses, to gain insight into the meaning of professionalism and professional practice, and to produce a research project that can be utilized in their current work setting to showcase their skills and talents. Alternatively it can also be used to highlight their background to prospective employers or in fields in which they have an interest but may not be currently employed.

The Department

Applied Economics

Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed at www.bc.edu/courses.

ADEEC7200 Applied Macroeconomic Theory (Spring: 3)

This course covers the theory and practice of macroeconomics. The course focuses on the underlying determinants of economic growth, unemployment and inflation by developing and assessing a variety of simple models. The course will also teach the skills needed for interpreting and using macroeconomic data to formulate macroeconomic policy. A central feature of the course includes understanding the ability and limitations of policy for stabilizing the business cycle and promoting long-term growth.

The Department

ADEEC7201 Applied Microeconomic Theory (Spring: 3)

This course examines the basic models economists use to study the choices made by consumers, investors, firms, and government officials, and how these choices affect markets. The course focuses on both policy applications and business strategies. Topics include optimization, consumer choice, firm behavior, market structures, risk and uncertainty, and welfare economics.

The Department

ADEEC7320 Econometrics (Spring/Fall/Summer: 3)

This course focuses on the application of statistical tools used to estimate economic relationships. The course begins with a discussion of the linear regression model, and examination of common problems encountered when applying this approach, including serial correlation, heteroscedasticity, and multicollinearity. Models with lagged variables are considered, as is estimation with instrumental variables, two-stage least squares, models with limited dependent variables, and basic time-series techniques.

The Department

ADEEC7360 Financial Economics (Summer: 3)

This course teaches the practical application of finance theory to decisions made in industry. We will learn how individuals and firms choose investment portfolio decisions under uncertainty with a particular focus on topics such as the capital asset pricing model, market imperfections, borrowing constraints, market efficiency and security valuation. Understanding how interest rates, exchange rates, and risk work will aid your understanding of multiple firm problems such as why does a firm choose a specific investment or place of manufacturing. In addition, studying term structures and discounted cash flows are important to understanding the decision to invest over time.

The Department

ADEEC7370 Applied Stress Testing for Economists (Fall: 3)

Prerequisite: ADEEC7310 Data Analysis or department approval.

Since the financial crisis of 2008, banks and bank holding companies in the United States have faced increased regulation. One of the recent changes to these regulations is known as the Comprehensive Capital Analysis and Review (CCAR). At the core of these new regulations, specifically under the Dodd-Frank Wall Street Reform and Consumer Protection Act and the stress tests it mandates, are a series of what-if or scenario analyses requirements provided by the Federal Reserve. In this course we will examine these new regulations and build models which help to satisfy these requirements and will build both bottom-up and top-down models which incorporate external economic scenarios. We will also spend time with the creation of these scenarios. The final project will involve presenting results to experienced banking professionals. Experience with some statistical computing software is required (R, Stata or eViews).

The Department

ADEEC7380 Empirical Health Economics (Fall: 3)

At its root, the study of health economics is the study of market failure and of government failure. We will begin the course by studying the ways in which incentives facing players in the health care industry are different from those present in other industries. We will use economics to explore how firms in the health care sector should behave, given the sometimes perverse incentives they face. As the course progresses, our emphasis will shift: in small groups, students will complete and present a data-driven (or empirical) project investigating a question relevant to healthcare providers, pharmaceutical companies, insurance companies, and/or government regulators. Skills developed in this class will allow students to think critically about incentives present in health care settings, analyze various types of health care data, and present ways to improve the performance of different players in the health care industry.

The Department

ADEEC7390 Empirical Money and Banking (Summer: 3)

Prerequisite: Applied Microeconomic Theory, Applied Macroeconomic Theory, Data Analysis, and Econometrics, or approval of Program Director

This course focuses on a study of money, banking and financial markets with a clear emphasis on central banking and conduct of monetary policy. An in-depth analysis of fixed income markets in addition to equities and other financial instruments in this course provides students with the opportunity to master intricacies of financial markets and investing in them. Additionally, the connection between movements in the financial markets and monetary policy is examined on a daily basis. An extended use of Bloomberg Professional LP in this course makes this very applied class particularly valuable to anyone interested in bridging the gap between the economic theory and practice.

The Department

ADEEC7420 Development Economics (Spring: 3)

Prerequisite: Intermediate Microeconomic Theory, Intermediate Macroeconomic Theory, Data Analysis, and Econometrics

Students can be concurrently enrolled in the Econometrics course.

This course examines global differences in the standard of living and economic growth. It also explores policies and programs that help in the alleviation of poverty, with emphasis on policies related to education, health, and foreign aid, etc. Focus of the course is on empirical examination of topics, evaluation of research designs, and interpretation of statistical/econometric evidence.

The Department

ADVANCING STUDIES

ADEC7430 Big Data Econometrics (Fall: 3)

Prerequisite: Must have successfully completed ADEC7310 Data Analysis or obtain department approval.

In this course we will examine how to merge the economics data analysis tools with the most common "big data" tools and methods. We will examine and gain hands-on experience with the terminology, technology and methodology behind the most common big data questions. The course will expose students to the most common analytical methodology used in "big data" analytics, that is, machine learning. We will apply our newly learned skills of supervised and unsupervised learning techniques to solve various problems with a real data set. Policy recommendations will be made to interested parties at the end of the course. No prior experience with R or Python is necessary.

The Department

ADEC7460 Macroeconometrics/Forecasting (Spring: 3)

Prerequisite: Must have successfully completed ADEC7320

This course will expose students to the most popular forecasting techniques used in industry. We will cover time series data manipulation and feature creation, including working with transactional and hierarchical time series data as well as methods of evaluating forecasting models. We will cover basic univariate Smoothing and Decomposition methods of forecasting including Moving Averages, ARIMA, Holt-Winters, Unobserved Components Models and various filtering methods (Hodrick-Prescott, Kalman Filter). Time permitting, we will also extend our models to multivariate modeling options such as Vector Autoregressive Models (VAR). We will also discuss forecasting with hierarchical data and the unique challenges that hierarchical reconciliation creates. The course will use the R programming language though no prior experience with R is required.

The Department

ADEC7500 Ethics, Economics, and Public Policy (Fall: 3)

The focus of the course is to ascertain how public policy makers decide to either regulate or legislate how an industry/firm will operate in society. We will examine the process from three different vantage points: ethics, economics, and policy. The first part of the course will be spent examining the role (or lack thereof) that ethical thinking plays in motivating public policy makers to take action. The second part of the course examines how economic pressure comes into play as policy makers try to establish bounds on an industry or a firm. Finally, we explore the role that social pressures such as the media and various interest groups play in influencing how public policy makers react to various issues that confront an industry or a firm.

Richard McGowan

ADEC7510 Law and Economics (Fall: 3)

The Department

ADEC7520 Transfer Pricing (Fall: 3)

The Department

ADEC7530 Measuring Business Cycles, Trends and Growth Cycles (Fall: 3)

The Department

ADEC7820 Economics of Innovation and Entrepreneurship (Spring: 3)

Innovation and entrepreneurship have been the key drivers behind economic growth across developed economies and even more so in the U.S. However, innovations and entrepreneurship develop under a high degree of risk and uncertainty and, in most cases, rupture existing

structural and traditional patterns and practices. Economic policies along with regulation set the incentives for innovation and entrepreneurship. Intellectual property rights and competition ensure that innovators receive a fertile and collaborative market structure to reach their potential.

The Department

ADEC8880 Directed Practicum (Summer: 3)

The Department

Cybersecurity

Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed at www.bc.edu/courses.

ADCY6000 Cyber Ecosystem and Cybersecurity (Spring: 3)

The course provides an overview of Cyberspace, defines the scope of Cybersecurity, and addresses information classification and system compartmentalization. The course includes an appreciation of information confidentiality, integrity, and availability, and covers Cybersecurity architecture, strategy, services, hardware, software, and cloud services. The course also examines national security issues, critical infrastructure, and the potential for cybercrime and cyber terrorism, as well as the need for corporations to align their security with business needs and consider the threat from malicious employees, contractors, and/or vendors.

The Department

ADCY6050 Cybersecurity Policy: Privacy and Legal Requirements (Spring: 3)

The course provides a comprehensive examination of the laws, regulations, and Executive Orders concerning privacy, including PCI, HIPAA, GLBA and their overseas counterparts, and the roles of Federal, State and local law enforcement. The course also examines national security issues governed by various Federal agencies (e.g., SEC, FTC, FCC, FERC), including suspicious activity reporting (SAR) requirements under the Patriot Act. Additionally, the course addresses intellectual property protection (e.g., SOX, FISMA, NIST), security classifications, data location requirements, audits, compliance assessments, and individual, class-action, and shareholder derivative litigation and liability.

The Department

ADCY6200 International Cybersecurity (Summer: 3)

The Department

ADCY6300 Network and Infrastructure Security (Summer: 3)

The course provides an understanding of the threats and vulnerabilities in Cybersecurity and an introduction to the concepts of layering defense and providing for defense-in-depth. Specific topics include operating system security, component lifecycle management, database security, server security, application security, mobile devices, BYOD, and end-point security. The course covers the roles of physical security, system hardening, firewalls, encryption, anti-virus, and malware defense. The course also introduces identity and access management, role-based access control (RBAC), intrusion detection, penetration testing, and incident response.

The Department

ADCY6350 Incident Response and Management (Summer: 3)

The course provides an understanding of the design and development of a Cybersecurity strategy which aligns with private industry and government needs, including incident documentation/analysis, response planning, and the role of a critical event response team (CERT) in determining recovery, managing liability and communications, coordinating with law enforcement, and protecting corporate

reputation. The course also examines leadership and the adoption and implementation of a proactive stance through monitoring and responding to internal and external intelligence, including monitoring network traffic, activity logs (SIEM) for data breaches, denial of service (DoS), and integrity events, and outlines the roles of information security operations centers (ISOCs) and network operations centers (NOCs).

The Department

ADCY6450 Investigations and Forensics (Fall: 3)

The course covers forensic investigation, case prioritization, and case management, and addresses procedural documentation, standards of evidence, reporting, and disclosure requirements. The digital forensic portion of the course provides an understanding as to disk imaging, file recovery, trace-back techniques, network analytics, evaluation of meta-data, malware, and anti-forensics. Additionally, the course covers the outsourcing of the investigative function, or part thereof, to third parties, and provides specific case studies, including a practical laboratory project.

The Department

ADCY6475 Security in the Cloud (Spring: 3)

The course provides an understanding of basic cloud deployment models, including private, public, hybrid, and community, and the various service platforms (e.g., SaaS, PaaS, IaaS). The course addresses governance control and responsibility for cloud security together with cloud security components, and covers service provider security and its evaluation, security standards (e.g., SSAE-16, CSA-CCM, Shared Assessments, NIST, CIS), procurement, and service level agreements (SLAs). Security topics include traffic hijacking, data isolation/storage segregation, identity management, virtualization security, continuity, data recovery, logging, notification, and auditing.

The Department

ADCY6500 Organizational Effectiveness: Governance, Risk Management and Compliance (Fall: 3)

The Department

ADCY6600 Establishing the Business Case and Resource Allocation (Spring: 3)

The course provides guidance and the necessary skills to lead, design, and frame a business case for investment. The course outlines cost-benefit analysis and return-on-investment (ROI) by utilizing incident analysis, threat, and residual vulnerability analyses to determine and quantify the underlying business parameters. Course also addresses supporting techniques, including benchmarking and normalization, to enable data-based decision-making. Additionally, the course covers executive dashboard design, security metrics, key performance indicators (KPIs), graphics, illustrative techniques, business reach-out, and leadership engagement.

The Department

ADCY6650 Role of Intelligence: Enabling Proactive Security (Fall: 3)

The course addresses internal and external intelligence sources, including intrusion detection, log analysis, data mining, M&A due diligence, HUMINT, and the role of an Information Security Operations Center (ISOC). From an external perspective, the course covers information gathering, intelligence feeds/sources, and fusion centers as well as the automation, filtering, validation, analysis, and dissemination of intelligence. The course also provides an understanding as to technical countermeasures (e.g., sandboxes, honeypots), and addresses the roles of DHS, FBI, NSA, and DOD.

The Department

ADCY6900 Ethical Issues in Cybersecurity and the Ignation Paradigm (Summer: 3)

The Department

ADCY6950 Applied Research Project (Summer: 3)

The Department

Health Administration

Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed at www.bc.edu/courses.

ADHA7000 Introduction to Healthcare Systems and Organizations (Fall: 4)

Provides students with an overview of healthcare services in the United States, including their historical development within a unique social, economic and political environment. Current institutional structures and delivery systems are described, as are the evolving health needs of Americans. Emphasis is placed upon the basic concepts and issues associated with the management and regulation of healthcare providers and the delivery of services.

The Department

ADHA7005 Management Theory and Organizational Behavior (Fall: 4)

Prerequisite: ADHA7000

This course includes the application of management and organizational behavior theory to explore factors affecting behavior, performance and job satisfaction of people working in organizations. The course focuses on theories and observations of team behaviors and techniques, with special emphasis on the individual as a team member, and on change management as a challenge and opportunity for healthcare organizations. Students will learn and apply best practices for managing individuals and teams within healthcare organizations.

The Department

ADHA7010 Health Policy (Fall: 2)

Federal and state-level healthcare policies affect a wide range of issues, including access to care, quality, cost, and modes of delivery. Effective healthcare managers must interpret and anticipate a changing policy landscape, and strategically apply that interpretation as part of the process of organizational planning and execution. In this course, the social and economic implications of contemporary healthcare policies are explored. Emphasis is placed on how public policy (e.g., Patient Protection and Affordable Care Act of 2010) influences human resources/capacity, values, needs, reimbursements and regulation of individuals, insurers, and medical and healthcare organizations.

The Department

ADHA7020 Healthcare Human Resources Management (Fall: 4)

Prerequisite: ADHA7000

Human resources issues face the healthcare managers, from benefits to grievances to labor relations management in health organizations with organized labor. This course covers personnel practices such as job analysis and description, recruitment, selection, and compensation in various health delivery system settings. The course focuses on skill development in dealing with personnel at all levels of education, licensure and skill sets.

The Department

ADHA7025 Healthcare Finance (Fall: 4)

Prerequisite: ADHA7000

This course introduces basic theory and principles of finance as applied to the healthcare industry. Financial statements, cost measurement, budgeting, capital investment decisions and reimbursement models are explored. Students are given an overview of health economic concepts (e.g., sustainability), and are introduced to performance-based payments and value purchasing concepts.

The Department

ADHA7030 Healthcare Ethics (Fall: 2)

Prerequisite: ADHA7000

In this course, ethical and moral considerations associated with the management of healthcare facilities and the provision of health services are examined. Treatment of ethical and moral issues emphasize the understanding of diverse viewpoints and methods for resolving conflicting moral obligations. Student apply course concepts through the exercises and cases in ethical decision making for leaders of healthcare organizations.

The Department

ADHA7032 Healthcare Law (Spring: 2)

Prerequisite: Must have successfully completed ADHA7000

In this course, legal issues related to the organization and delivery of healthcare are examined. Topics include government regulation of healthcare facilities and occupations, civil rights regulations regarding diversity, fraud and abuse, institutional and personal liability for negligence and malpractice, patient consent requirements, termination of care, confidentiality of medical information, medical staff credentialing, peer review of care, utilization review, and managed care regulations. Student apply course concepts through the development of a compliance plan to prevent fraud, waste, and abuse in billing.

The Department

ADHA7035 Healthcare Innovation-Based Strategy: Managing Change (Fall: 2)

Prerequisite: ADHA7000

This intensive short course is offered on-site at Boston College.

The course reviews innovation-based strategies as a source of competitive advantage in an industry with strict regulation and limited financial resources, and then examines how to build and design organizations that excel at innovation. Students are given fundamentals of strategy and then engage, alongside industry and healthcare organizational leaders in Boston, in the basics every healthcare manager needs to organize successful innovation.

The Department

Summer Session

Boston College Summer Session offers undergraduate and graduate students the opportunity to enroll in core and elective courses or in special programs not offered by Boston College at any other time of the year.

The Summer Session runs from early May through the first week in August. Most courses grant three credits and are the equivalent of one semester of the regular academic year. Within the same period some intensive three-week courses enable students to take two sequential semesters of a subject. Students may register for either session or both according to individual needs.

Summer Session does not grant degrees. Students who desire credit transferred to their degree programs at Boston College should obtain permission from the Dean of their home school. Students from outside Boston College who wish to transfer their course credit to their home institution should seek permission from the Dean of their home institution. Individuals may register in advance by mail or in person at the Summer Session Office in St. Mary's Hall South, Ground Floor.

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Chief Investment Officer and Associate Treasurer

FALL SEMESTER 2017

August 28	Monday	Classes begin
September 4	Monday	Labor Day—No classes
September 6	Wednesday	Last date for graduate students to add a course or drop a course online
September 7	Thursday	Mass of the Holy Spirit; classes canceled from noon to 1:15 p.m.
September 29 to October 1	Friday to Sunday	Parents' Weekend
October 2	Monday	Last date for all students who plan to graduate in December 2017 to verify their diploma names online
October 9	Monday	Columbus Day—No classes
November 8	Wednesday	Graduate/WCASU registration period for spring 2018 begins
November 22 to November 24	Wednesday to Friday	Thanksgiving Holidays
November 27	Monday	Last date for official withdrawal from a course or from the University
December 1	Friday	Last date for master's and doctoral candidates to submit signed and approved copies of theses and dissertations for December 2017 graduation.
December 13 to December 20	Wednesday to Wednesday	Term examinations

SPRING SEMESTER 2018

January 15	Monday	Martin Luther King, Jr. Day —No classes
January 16	Tuesday	Classes begin
January 24	Wednesday	Last date for graduate students to add a course or drop a course online
February 1	Thursday	Last date for all students who plan to graduate in May 2018 to verify their diploma names online
March 5 to March 10	Monday to Saturday	Spring Vacation
March 29 to April 2	Thursday to Monday	Easter Weekend—No classes on Holy Thursday and Good Friday. No classes on Easter Monday except for those beginning at 4:00 p.m. and later.
April 3	Tuesday	Last date for master's and doctoral candidates to submit signed and approved copies of theses and dissertations for May 2018 graduation
April 11	Wednesday	Graduate/WCASU registration period for fall and summer 2018 begins
April 16	Monday	Patriot's Day—No classes
April 17	Tuesday	Last date for official withdrawal from a course or from the University
May 1	Tuesday	Last date for all students who plan to graduate in August 2018 to verify their diploma names online
May 8 to May 15	Tuesday to Tuesday	Term examinations
May 21	Monday	Commencement
May 25	Friday	Law School Commencement

DIRECTORY AND OFFICE LOCATIONS

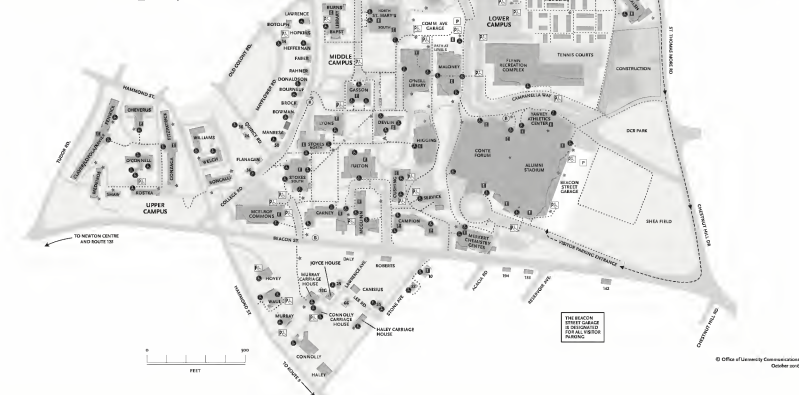
Accounting.....	Fulton 520
Advancing Studies	
Fr. James P. Burns, I.V.D.,	
Dean	St. Mary's Hall South, Ground Floor
African and African Diaspora Studies.....	Lyons 301
The Bowman AHANA and Intercultural Center	
Inés Maturana Sendoya, Director.....	Maloney, 455
American Studies	Stokes S419
Athletics, Information, and Tickets.....	Conte Forum 245
Art, Art History, and Film	Devlin 434
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Chestnut Hill.....	McElroy Commons and Hillside Shops
Law School	Stuart House KCL119
Business Law and Society.....	Fulton 420
Campus Ministry	
Fr. Anthony Penna, Associate Vice President	
for University Mission and Ministry	McElroy 233
Campus Police	
Emergency	617-552-4444
Eagle Transport.....	617-552-8888
Non-Emergency.....	617-552-4440
Career Center.....	Southwell Hall, 38 Commonwealth Avenue
Chemistry	Merkert 125
Classical Studies.....	Stokes S260
Communication	St. Mary's Hall South, Fourth Floor
Computer Science	St. Mary's Hall South, Second Floor
Connors Family Learning Center	
Kathy Duggan, Director	O'Neill 200
Counseling Services.....	Gasson 001
Dean of Students, Office of.....	Maloney 448
Disabilities Services Office.....	Maloney 448
Earth and Environmental Sciences	Devlin 213
Economics.....	Maloney, Third Floor
Education, Lynch School of	
Stanton E.F. Wortham, Dean.....	Campion 101
Mary Ellen Fulton, Associate Dean for Finance,	
Research, and Administration	Campion 101
Elizabeth Sparks, Associate Dean,	
Graduate Admissions and Financial Aid.....	Campion 135
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Educational Leadership and	
Higher Education	Campion 205
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English	Stokes S401
Finance	Fulton 330
German Studies	Lyons 201
History.....	Stokes S300
Information Systems	Fulton 460

International Programs	
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.....	258 Hammond Street
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.....	72 College Road
International Studies.....	Gasson 109
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Dard Miller, Director.....	Yawkey Athletic Center 409
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Undergraduate Associate Dean.....	Fulton 315A
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Mathematics	Maloney, Fifth Floor
Morrissey College of Arts and Sciences	
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Summer Session	
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Theatre	Robsham Theater
Theology.....	Stokes N310
University Librarian	
Thomas Wall	O'Neill 410
Volunteer and Service Learning Center	
Daniel Ponsetto, Director	McElroy Commons 114

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KEY

- PUBLIC PARKING
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- BLUE LIGHT EMERGENCY PHONE
- WHEELCHAIR ACCESSIBLE PATHS
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- ACCESSIBLE PARKING SPACE
- ELEVATOR ACCESS



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BOSTON COLLEGE Brighton Campus



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